DOCUMENT RESUME

ED 461 227 EC 306 751

TITLE	Accommodating Adults with Disabilities in Adult Education Programs: Project Final Report.
INSTITUTION	Kansas Univ., Lawrence. Center for Research on Learning.
SPONS AGENCY	National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE	1998-09-00
NOTE	366p.; Three of the guides appended to this document have been separately analyzed, see EC 306 768-770.
CONTRACT	H133A950008
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Academic Accommodations (Disabilities); *Adult Education; Adult Learning; Adults; Case Studies; Demonstration Programs; *Disabilities; Field Tests; *Inclusive Schools; Individual Development; Mainstreaming; *Material Development; National Surveys; School Community Relationship; Self Advocacy; Student Evaluation; Student Rights; Teaching Methods; Teaching Models
IDENTIFIERS	Employment Accommodations (Disabilities)

ABSTRACT

This final report and associated materials describe a 3-year research and demonstration project whose purpose was to provide adult educators and adults with disabilities with validated accommodations useful in instruction and assessment. These accommodations were intended to help individuals with disabilities understand their legal rights, meet their educational needs, and better function in employment and community settings. The three phases of the project involved: first, a descriptive phase involving a national survey of adult education programs, a state survey of enrollees, and a case study of one local program; second, the product development phase, which resulted in a procedural guide based on the Ecology of Human Performance model, and adult educator and learner handbooks; and, third, the field testing and dissemination phase, which involved field testing of the materials at 10 sites in 8 states. Appended are project technical reports, analysis of survey and interview results, and field test results. Also included are the materials developed by the project which include an implementation guide, the adult educator handbook of rights and responsibilities, the learner handbook, the procedural guide, a guide to self-advocacy, a compendium of materials, and duplication masters. (Contains 14 references.) (DB)

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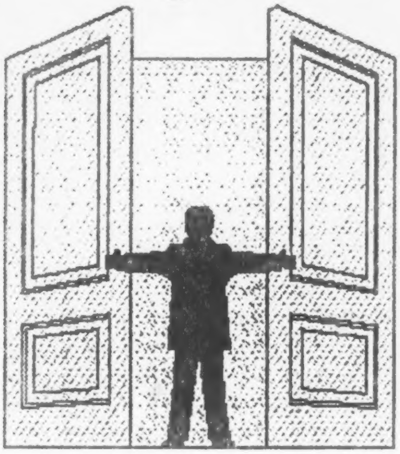
Accommodating Adults with Disabilities in Adult Education Programs



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Project Final Report

Award # H133A950008

Submitted to the U.S. Department of Education
National Institute for Disability and Rehabilitation Research
Sean Sweeney, Project Officer

Project Staff

Daryl Mellard, Ph.D. and Warren White, Ph.D., Co-Principal Investigators

The University of Kansas	KU Medical Center	Kansas State University
Jan Bulgren	Mary Pat Gilbert	Cheryl Polson
Jean Hall	Kathy Parker	
Betty Horton		

September, 1998
Jean P. Hall

University of Kansas
Institute for Adult Studies

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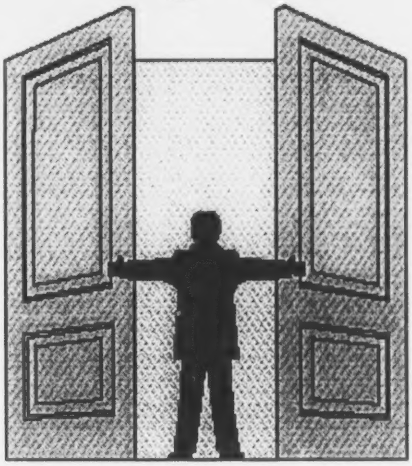
Accommodating Adults with Disabilities in Adult Education Programs



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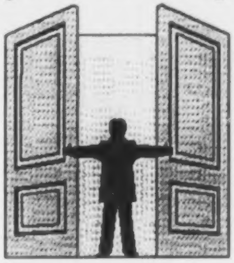

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Problem Statement

Adult education program staff confront significant challenges of diverse learner needs, very limited resources, and fragmented support as they respond to their mission "of improving educational opportunities for adults who lack the level of literacy skills needed to be effective citizens and productive employees." This challenge is significantly increased for the estimated 30% of adult education participants with disabilities (USDE Office of Vocational and Adult Education, 1995). For many of these individuals with disabilities, adult education requires substantial modification of the typical approaches to assessment, instruction, and enrollees' responses. These modifications are required to accommodate the learner's unique needs.

The purpose of this three year research and demonstration project was to provide adult educators and adults with disabilities with validated accommodations useful in instruction and assessment. These accommodations, along with information about their legal rights and responsibilities, helped the individuals meet their educational needs and successfully function in employment and community settings. This project proceeded in three major phases: (1) the descriptive phase, (2) the development phase, and (3) the field test and dissemination phase.

Development Plan and Timeline

Phase 1 - Description of Current Practice. The initial activity in the descriptive phase was to establish cooperative relationships among consumer panels of adults with disabilities, state directors and local staff in adult education, technical assistance centers in adult education, and national experts. These relationships ensured that the adult education participants were involved in all phases of the project and that information could be exchanged rapidly with new knowledge and materials broadly disseminated to multiple stakeholders (e.g., adults with disabilities, adult education service providers, advocacy groups, researchers, pre-service training institutions, USDE division of adult education and literacy, and supporting agencies such as vocational rehabilitation, state literacy resource centers, and literacy centers and programs).

The research activities included a careful description of then-current practices attempting to address the needs of adults with disabilities through accommodations. This description was obtained through (1) a national survey of adult education programs (Hall, 1997; White, 1998), (2) a state survey of enrollees with disabilities in adult education and their instructors (Bulgren, in prep.; Hall, 1997), and (3) a case study of one local program (Hall, 1998) in an urban center with high unemployment and multicultural diversity. These studies helped to identify the relationships of accommodations to participant achievements and outcomes.

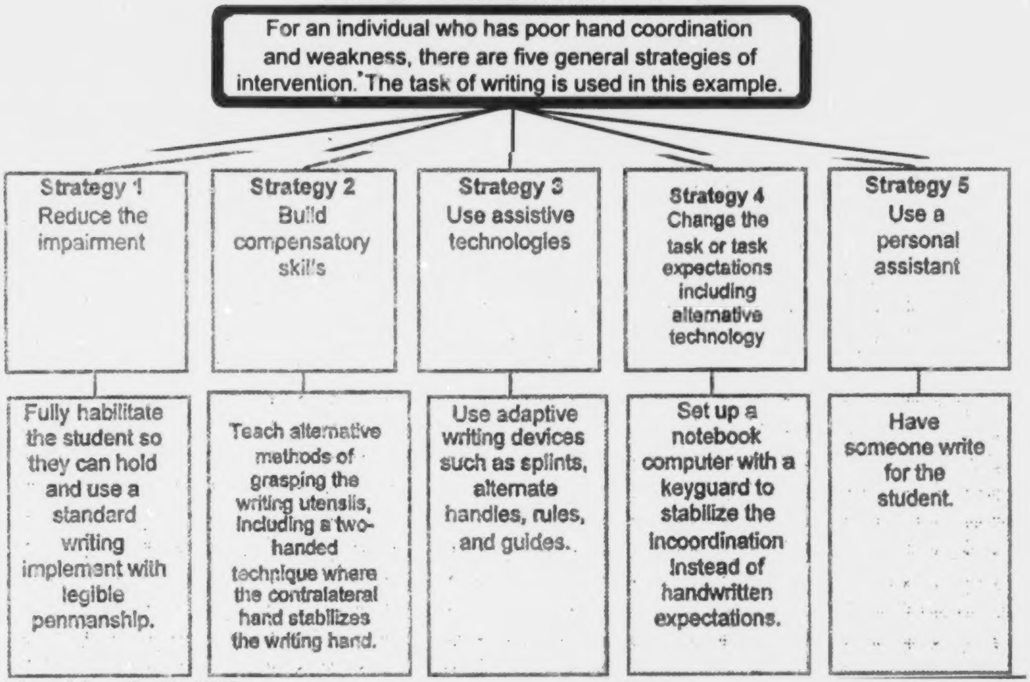
These phase 1 activities culminated in a national symposium on Accommodating Adults with Disabilities held in conjunction with the annual conference of the National Association of Adults with Special Learning Needs (NAASLN). The symposium featured experts in adult learners with severe emotional disturbance (SED; Unger, 1997), the Ecology of Human Performance model (Dunn, 1993; Dunn, Brown & McGuignan, 1994), legal issues and intervention issues as well as the state directors of adult education from nine states. Audience feedback and interaction led to a rich exchange of information and identification of core areas for future project emphasis. Written and videotaped proceedings from the symposium were a disseminated project product.

Phase 2 - Product Development. Using the findings of the descriptive studies, phase two involved product development. Of particular importance were the findings from our literature review of alternative accommodations models. The Ecology of Human Performance model (Dunn, Brown, & McGuignan, 1994) emerged as the simplest, yet most practical model for providing a framework in which to design, implement, and evaluate accommodations for persons with disabilities. The EHP model was developed in the occupational therapy discipline. The EHP theoretical formulation of understanding a person, his or her roles, and contexts of performance was judged as most useful for accommodating adults in adult education programs.

The EHP model was then integrated into our development of materials for the adult educators. The EHP model is reflected in several documents such as the Functional Needs Interview and the accommodations matrices in the Procedural Guide and the organization of materials in the Compendium. We provide a full discussion of the model and its implementation in our Procedural Guide. A brief description here, though, might be helpful to the reader.

The EHP model described by Dunn, Brown, McClain, and Westman (1994) and Dunn, Brown, and McGuigan (1994), is intriguing to educators because a discussion of alternative accommodation strategies inevitably leads to a conclusion that the chosen accommodation will have *immediate* and *long-term* implications. Figure 1 illustrates how alternative accommodation strategies fit in the EHP model. The problem that the learner confronts in the writing task is described in functional terms, not as a particular disability (e.g., cerebral palsy). Thus, when considering alternative accommodations, the goal and functional needs are the focus in selecting accommodations. For example, strategy 5, using a scribe, does little to increase a person's self-sufficiency or independence, which many persons would consider as an important goal and significant implication. The work of Dunn and her colleagues emphasizes that an integrated view of persons' abilities, tasks, and context are important in understanding and planning accommodations. The EHP Model incorporates the relationships among persons, what persons want and need to do, and where they need to conduct their activities. This relationship is represented in Figure 2. A

Figure 1
Accommodation Alternatives


For an individual who has poor hand coordination and weakness, there are five general strategies of intervention. The task of writing is used in this example.
Strategy 1 Reduce the impairment
Strategy 2 Build compensatory skills
Strategy 3 Use assistive technologies
Strategy 4 Change the task or task expectations including alternative technology
Strategy 5 Use a personal assistant
Fully habilitate the student so they can hold and use a standard writing implement with legible penmanship.
Teach alternative methods of grasping the writing utensils, including a two-handed technique where the contralateral hand stabilizes the writing hand.
Use adaptive writing devices such as splints, alternate handles, rules, and guides.
Set up a notebook computer with a keyguard to stabilize the incoordination instead of handwritten expectations.
Have someone write for the student.

Adapted from Smith, 1993

person's functional needs or goal area is represented in the left column. These goals and abilities are examined in light of five possible accommodation strategies listed in the center column. Understanding a person's goals and context helps in selecting accommodation strategies (i.e., establish/restore, modify/adapt, alter, or prevent) and specific accommodations consistent with that strategy. In the right hand column are the functional accommodations representative of particular strategies.

The EHP does not assume that the learner must be "fixed," rather the EHP model is consistent with the important principle that accommodations should be selected according to the person's strengths, their perceived utilities, and their applications across multiple environments. In the EHP framework, *the person's specific diagnosis or disability category has minimal relevance* to planning strategies with the person--the focus is on what the person wants and needs to do. This foundation offered through the EHP model was a consistent benchmark as staff developed materials, particularly the Procedural Guide.

Several other products were also developed in this phase of activities. These included the Adult Educator and Learner handbooks with up-to-date information on legal rights and responsibilities for both adults with disabilities and adult service providers and other supporting materials and guides. All of these materials were pilot-tested at the Kansas City Kansas Community College Adult Studies Advancement Program. Sixteen staff

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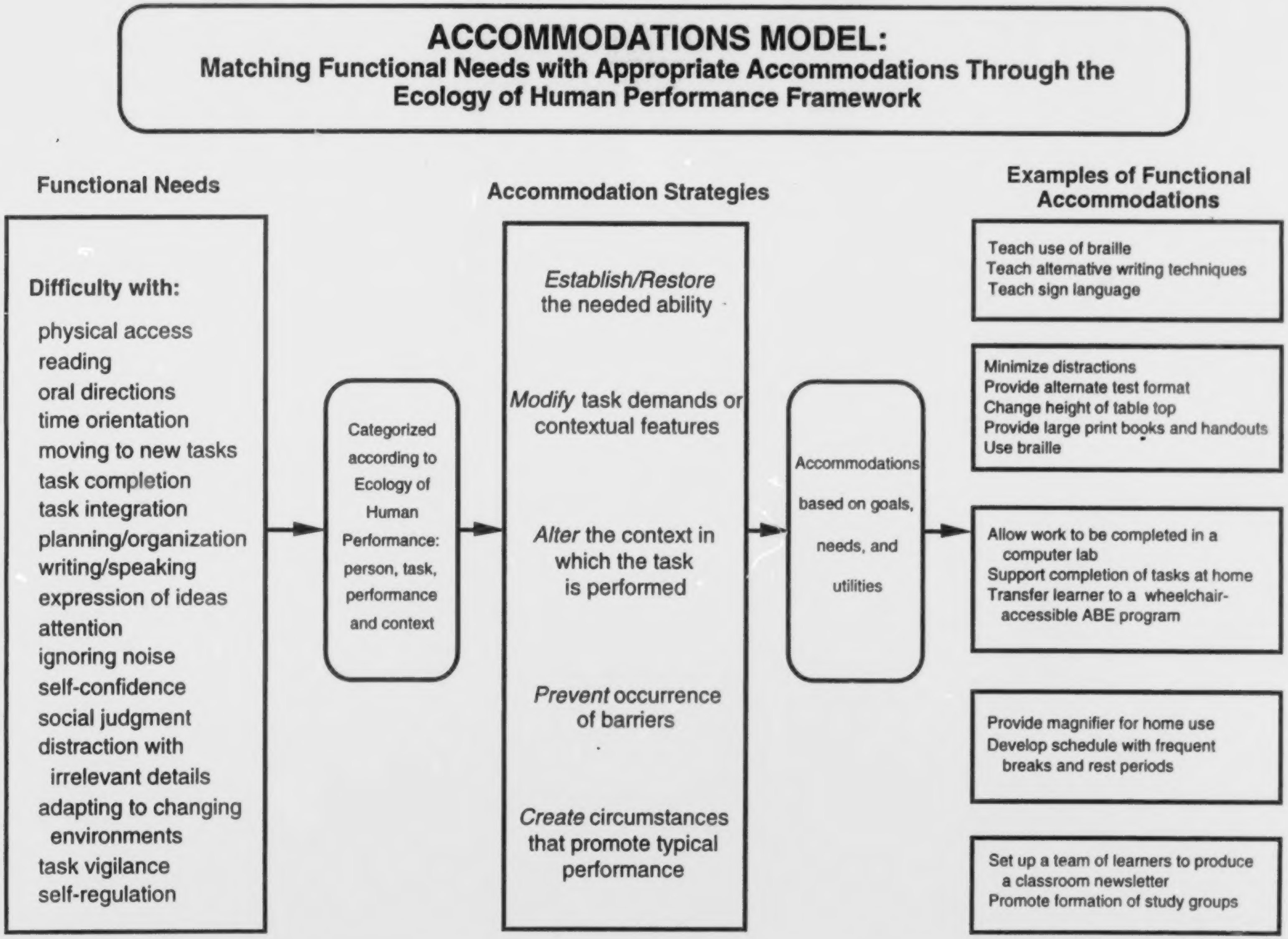
Figure 2



ACCOMMODATIONS MODEL:
Matching Functional Needs with Appropriate Accommodations Through the Ecology of Human Performance Framework

Functional Needs

Difficulty with:

- physical access
- reading
- oral directions
- time orientation
- moving to new tasks
- task completion
- task integration
- planning/organization
- writing/speaking
- expression of ideas
- attention
- ignoring noise
- self-confidence
- social judgment
- distraction with irrelevant details
- adapting to changing environments
- task vigilance
- self-regulation

Categorized according to Ecology of Human Performance: person, task, performance and context

Accommodation Strategies

Establish/Restore the needed ability

Modify task demands or contextual features

Alter the context in which the task is performed

Prevent occurrence of barriers

Create circumstances that promote typical performance

Accommodations based on goals, needs, and utilities

Examples of Functional Accommodations

Teach use of braille
Teach alternative writing techniques
Teach sign language

Minimize distractions
Provide alternate test format
Change height of table top
Provide large print books and handouts
Use braille

Allow work to be completed in a computer lab
Support completion of tasks at home
Transfer learner to a wheelchair-accessible ABE program

Provide magnifier for home use
Develop schedule with frequent breaks and rest periods

Set up a team of learners to produce a classroom newsletter
Promote formation of study groups

members at six sites, including an inner city setting and a correctional facility, participated in training and a 4-month trial of the materials in their classrooms. All of the participants completed a consumer-focused evaluation of the materials at the end of the pilot test.

Product development and revision were guided and facilitated by the results from these evaluations as well as by input from the project's consumer panel, resource team members and consultants. Product development also included several research reports and written and videotaped proceedings from the NAASLN symposium, which are described below.

Phase 3 - Field Testing and Dissemination. The project's third phase was the field test of the materials. The field test was conducted at ten sites in eight states and focused particularly on the adequacy of the materials for culturally diverse populations educated in a variety of settings. Thirty-two adult educators in the field test completed monthly logs of product use and lengthy final evaluations. Information from the logs and evaluations was used to revise the materials and increase their usefulness and effectiveness.

Major dissemination efforts began after completion of the national field test. Project staff presented on the materials at the 1998 CEC (Council for Exceptional Children) and MVAEA (Missouri Valley Adult Education Association) conferences. The project also hosted a second national symposium in conjunction with the 1998 COABE (Commission on Adult Basic Education) conference in Corpus Christi, Texas. The draft materials were well received at the symposium and requests for additional copies and trainings were numerous.

At this writing, more than 500 copies of the notebook have been produced (see Notebook Dissemination in the Appendix). Copies have been sent to all of the DBTACs, LDA, NIFL, state adult education directors, various offices of the U.S. Department of Education, and numerous programs and individuals. Project staff plan to present the materials at the 1998 NAASLN conference in St. Louis on September 23 as a staff development activity for adult educators. Staff have also been asked to provide at least eight other regional trainings.

Participants

The **national survey** was mailed to 1,098 adult education programs across the country. Participating programs were nominated by the adult education directors from nine states, and represented a stratified sample across facility type (e.g., LEA, community college, or community-based organization), size (based on enrollment), location (inner-city, urban, suburban, or rural) and cultural diversity. A total of 622 surveys were returned and analyzed.

For the **state survey**, twenty-seven adult learners with disabilities from ten programs and twenty-three adult educators from sixteen programs were interviewed. The participants included staff and enrollees from community colleges, community-based adult education programs, and correctional facilities in Kansas, Rural, suburban, urban and inner-city settings were all included in the sample.

The **case study** of a local program was conducted at the Kansas City Kansas Community College (KCKCC). The KCKCC program serves large numbers of students with disabilities from culturally diverse backgrounds including African American, Hispanic/Latino and a large Russian immigrant population. The program has six centers located in a variety of urban, suburban, and detention center settings. Subsequent to the case study, a pilot test of the project's notebook materials was also conducted at KCKCC.

Participants in the **national field test** included administrators and instructors from 10 adult education programs in eight states. Programs were nominated by their state directors of adult education on the basis of: 1) their status as ABE, rather than literacy centers, 2) having culturally diverse learner populations, and 3) being considered "good" programs. The participating programs are listed below:

State	Contact	Program
Arizona	Mark Branes	Gary Tang Adult Education Center, Glendale, AZ
California	D. Tornatore	Baldwin Park Adult & Cont. Education, Baldwin Park, CA
Georgia	Jan Craig	Adult Education Center, Clarkston, GA
Kentucky	Mary Milner	1. Covington Adult Learning Center, Covington, KY
	R. Harrison	2. Mulberry Helm, Elizabethtown, KY
Minnesota	Betty Sims	1. Ronald Hubbs Center for Lifelong Learning, St. Paul, MN
	Mary Sample	2. Gladstone Community Education, Maplewood, MN
Mississippi	W. Stirewalt	Jackson Public School Dist. Adult/Comm. Ed. Jackson, MS
New Mexico	Karmen Lenz	Catholic Social Svcs Family Educ. Dept., Albuquerque, NM
Pennsylvania	Sue Hanson	ARIN Intermediate Unit 28, Shelocta, PA

The formation of **consumer panels** was included in the project design to provide a means for adult enrollees with disabilities to review the project's activities and products and to provide feedback on them to the staff. In the original proposal, two panels were anticipated--one in Kansas City and one in Manhattan, KS. Staff changes and concerns at the Manhattan adult education program resulted in unanticipated delays in forming a panel, so most of the substantive consumer panel activities occurred only at the Kansas City program (KCKCC). Members of the panels were nominated by their instructors. An effort was made to ensure that the panel included members representing a variety of disabilities, ages, backgrounds, and ethnicities. Meetings were attended, on average, by six consumers.

The project's **resource team** was comprised of professionals from a variety of backgrounds. The team met twice yearly with staff to review activities and products and to help determine the project's direction. Team members and their affiliations are listed below.

Name	Affiliation
Jim Budde	Director, KU R&T Center on Independent Living
Gary Clark	Professor, KU Department of Special Education
Don Deshler	Director, KU Center for Research on Learning
Winnie Dunn	Chair, KUMC Dept. of Occupational Therapy Educ.
Pat Eakes	Education Specialist, Shawnee Mental Health Center
Dianne Glass	Staff Developer, KS State Department of Education
Rosemary Lischka	Director, KCKCC Adult Studies Advancement Prog.
Mary Morningstar	Director, KU Transition Systems Change Project
Ray Petty	Capacity Building Coordinator, Great Plains DBTAC
Kathy Petz	Director, Hutchinson Adult Learning Center
David Scanlon	Research Scientist, KU Institute for Adult Studies
Jane Sellen	Adult Education Consultant

Finally, project **consultants** advised the project staff on matters pertaining to their specific areas of expertise. Consultants and their contributions to the project included:

Consultant	Affiliation	Contribution to the project
Carl Brown	Director of the High Tech Center Training Unit of the California community colleges	Carl provided important knowledge on assistive devices and technology.
Richard Cooper	President of the Center for Alternative Learning, Bryn Mawr, PA.	Richard contributed information about designing curricular adaptations for adults with learning differences.
Karen Unger	Director, Rehabilitation Through Education and faculty member, University of Arizona	Karen screened the project's products to ensure that they were sensitive and responsive to the needs of persons with emotional and/or mental disabilities.
Sylvia Walker	Director of the R&T Center for Access to Rehabilitation and Economic Opportunity at Howard University	Sylvia's expertise helped the project address the needs of multicultural learners with disabilities.
Wendy Wilkinson	Attorney and Project Coordinator for the Region VI DBTAC	Wendy provided legal expertise critical in the development of the learner and educator handbooks.

Materials

NAASLN Symposium Proceedings. As part of the project's efforts to form cooperative relationships and to create a national dialogue regarding accommodations, the staff organized a pre-conference symposium at the 1996 NAASLN conference in New Orleans. The symposium presenters included project staff, consultants to the project, and state directors of adult education or their designees, all of whom provided insights and strategies for making appropriate accommodations in adult education programs.

The proceedings from the symposium included edited versions of the oral presentations offered by the symposium's presenters along with copies of figures that the presenters used as overhead transparencies or handouts (Mellard, 1997). A videotape of the presentations was also created. The proceedings were intended for adult educators, advocates, policy makers, and other stakeholders interested in providing effective accommodations for adult learners with any type of disability. The intent was to provide as much material as possible from the symposium in a format that adult educators and others would find useful. These materials are suitable for use in staff development activities.

Research Reports. Project staff developed several research reports utilizing data obtained from various project activities. The reports were intended for use by both practitioners and researchers and were submitted to ERIC, NARIC, and NCDDR for dissemination. The first of these is the *Research Report on the Nature, Extent and Outcomes of Accommodations in Adult Education Programs* (Mellard & Hall, 1997). This report incorporated information from the national and statewide surveys as well as results from an extensive literature search on accommodations-related materials. The report addressed a broad range of issues and includes sections on the rationale, definition, entitlement to, nature of, application of, and outcomes of accommodations. It also included a section on framing issues for future work.

The *Research Report on the Use and Effectiveness of Accommodations for Adults with Disabilities in Adult Education Centers* (White, 1998) focused specifically on the results of the national survey of programs. This report included a listing of all of the types of accommodations adult educators reported using to assist students with different areas of functional need and a numerical rating of the accommodation's effectiveness. The report was intended be helpful to other adult educators as they strove to select accommodations for the learners in their programs.

The *Research Report on Materials and Resources* (Hall, 1996) was written as a preliminary step in developing the *Compendium* of Materials and Resources included in the project's notebook materials (see below). Subject areas addressed in this report were based on the needs and problems identified by adult educators involved in various project activities, including the national survey, statewide interviews, and first symposium. Specifically, the report included information and resources on: legal issues and program accessibility; types of accommodations; specific products; alternative funding; and specific disabilities. This research report was sent to the project consultants, resource team, and participating state adult education directors from nine states for feedback and suggestions. Their revisions/ refinements were included in the *Compendium.*

Notebook Materials. The notebook materials represent the culmination of the project's effort to provide learners and practitioners with validated materials useful in instruction and assessment. These materials were nationally field tested and used successfully in many programs. The five notebook documents were collected in a three-ring binder with tabbed sections. They were designed to facilitate the process of identifying and utilizing appropriate accommodations for learners with varying disabilities. The materials included information on individual and programmatic rights and responsibilities as well as step-by-step procedures for accommodating learners. Duplication masters are provided and printed on heavy weight paper for long-term use. The materials are described below.

Product: ***Adult Educator Handbook of Rights and Responsibilities (AE Handbook)***

Audience: Administrators, instructors, trainers and related personnel

Use: To provide information about legal definitions, suggested practices, and responsibilities of programs

Summary of Content: Main text provides: legal definitions of disability, accommodation, and related concepts; explanations of program and learner rights and responsibilities; and a review of pertinent legislation as well as suggested practices and resources.

Pull-out information includes a reference chart of questions and answers about legal issues, guidelines in determining program qualifications, a sample code of student conduct, and communication and facility accessibility checklists.

Product: ***Handbook of Rights and Responsibilities of an Adult Learner with a Disability (Learner Handbook)***

Audience: Adult learners with disabilities who have reading skills at or above 6th grade level

Use: A handout or curricular material for students to find out their legal rights and responsibilities in requesting and obtaining an accommodation

Summary of Content: Definitions of what a disability and an accommodation are and pertinent legal information

Other Information: This handbook is also available in Russian and Spanish translations as well as in large print and audio tape versions.

In addition, a simpler trifold brochure with similar information is available in English, foreign language (Russian, Spanish, Hmong, Vietnamese and Somali) and alternate formats, such as audio-tape and braille. The trifold is designed for persons with low reading skills (< 6th grade).

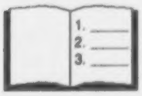
The handbook and trifold can be distributed as handouts to all students, or used as a review guide for one-on-one discussions with students.

Product: ***Adult Educator's Procedural Guide to Accommodating Learners with Disabilities (Procedural Guide)***

Audience: Instructors and other direct service staff

Use: To provide a step-by-step process for confirming a disability, determining functional needs, and selecting, using and monitoring accommodations.

Summary of Content: Contains five components with specific steps to guide practice, from confirming a disability to selecting and monitoring use of an accommodation. Also includes: instructor tips; sample forms and overheads; interview protocols and handouts; and matrices of possible accommodations.



Product: ***TARGET Self-Advocacy Strategy (TARGET)***

Audience: Adult educators

Use: To teach self-advocacy skills useful in various settings to adult learners with disabilities. Can be taught in one-on-one or group format, and as a series of structured lessons or independent activities.

Summary of Content: A curriculum that includes an Instructor's Manual and Cue Cards for learning and using the strategy.

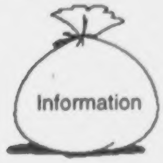
Other information: Adult educators may also find parts of this strategy helpful for students without disabilities

Product: ***Compendium of Materials and Resources (Compendium)***

Audience: Adult education administrators, instructors and volunteers

Use: To obtain additional information about specific accommodations, products, legal issues, funding, or disabilities.

Summary of Content: Accommodation descriptions by functional need; information on assistive technology; a listing of catalogues; materials and resources on legal issues, accommodations, products, alternative funding, and specific disabilities.



Each of the notebook components was tested with up to 150 students during the national field test. Comments from the participants in the national field test of the notebook materials included the following:

> I feel, in working with students, that I am more sensitized to their past negative experiences and I am more critical to manipulate the environment to suit the student than vice versa.
>
> More aware of need for follow-up after initial interview. I have started being more observant.
>
> Students continue to be amazed with the fact that such a specific and focused procedure is being utilized to help them learn, as this was not their experience in the public school, for the most part.
>
> [A student with dyslexia] is much more open and shares a great deal of information with us. He has taught me how to instruct him, using his own developed technique. We both win!
>
> Many students with disabilities are unaware of their rights. The Handbooks and Poster were very helpful. TARGET and FACT will become a class unit.
>
> The accessibility survey was helpful as we prepare a program accessibility evaluation.
>
> The information provided is an excellent tool to open dialogue with all students.

Unanticipated Findings

From adult educators. In conducting activities of the project, particularly the KCKCC pilot test, project staff became aware of some concerns of adult educators that had not been identified in our surveys or interviews. These included:

- Many students with disabilities do not self-identify, either because they are not aware of their disability or because they are afraid of the treatment they might receive. They feel they have been discriminated against in education and employment settings.
- Outside agencies frequently send adults with disabilities to adult education programs who are not qualified for the program.
- Most adult educators feel that working with students with disabilities takes too much time away from other learners and their other teaching responsibilities.

Project staff responded to these concerns in the products developed, especially in the Procedural Guide. First, a series of questions and procedures for eliciting information about possible or suspected disabilities was provided. Second, a sample list of program qualifications was developed for centers to use in explaining to outside agencies what the minimum expectations of a potential enrollee are. Finally, by providing a structured sequence of activities and annotated resources, project staff endeavored to minimize the time that an adult educator must take in effectively working with students to determine appropriate accommodations and to utilize them effectively.

From adult learners with disabilities. Project staff also discovered some additional areas for the project to address in working with the Consumer Panel:

- Adult learners with disabilities can benefit from instruction in self-advocacy that encourages them to identify their needs.
- A single student handbook on Rights and Responsibilities was not sufficient to meet the needs of all students with disabilities.
- Most adult learners who are currently using accommodations had no input into the choice of that accommodation; rather, they were told by their teachers which accommodation they would use.

In response, project staff developed: 1) a strategy and instruction manual for teaching self-advocacy skills (the TARGET Strategy); 2) a second student handbook that contains more information and is written at a slightly higher reading level and 3) sections in the Procedural Guide that stress involvement of the learner as a consumer. As consumers, they have a role in all levels of identifying, selecting and using an accommodation.

Future Activities for Continued Support

Undoubtedly, the activity of this project needing the most continued support is that of training on the materials developed. Our experience with the national field test confirmed that on-site training and follow-up significantly improved the utilization and effectiveness of the materials at a given program. A subsidiary need is for continued dissemination efforts to increase programs' awareness of the materials and of the benefits of implementing them. One of the largest barriers to working effectively with learners with disabilities continues to be an attitudinal one. Most adult educators with whom project staff have had contact stressed a lack of time, and therefore an unwillingness or reluctance, to work with persons with various disabilities in selecting and utilizing an accommodation. However, if an accommodation empowers a learner to work more independently, then its provision will ultimately free educators to spend more time with their other learners.

In addition, one of the comments repeatedly heard by project staff was that the notebook materials included information about program and facility accessibility that "you never would have thought of." So, even in the absence of attitudinal barriers, many adult educators simply are not aware of the types of measures they can take to increase the accessibility of their programs, and thereby the likely success rate of their learners with disabilities. This, again, is an area that can and should be addressed by continued project dissemination and training efforts.

Finally, project staff have begun the process of locating a private publisher to assume mass production of the notebook. The project has already prepared more than 500 copies, and more are needed to meet the demands of the training commitments already in place. Although we anticipate that we will be able to find a reputable and appropriate publisher, this process will undoubtedly be time consuming and will necessitate that, in the short-term, some time be temporarily diverted from the project's dissemination efforts.

Executive Summary

While adults with disabilities represent approximately 20% of the adult U.S. population (U.S. Bureau of the Census, 1997), the Office of Vocational and Adult Education estimates that at least 30% of the adults in AE have a disability. Their disabilities are in areas as varied as developmental disabilities, LD, BD, arthritis, spinal injury, heart trouble, diabetes, and psychiatric. Adults with disabilities that impact school achievement are disproportionately over-represented in populations of school dropouts, incarcerated individuals, mental health clients, and the unemployed. Reciprocally, they are under-represented in postsecondary education enrollments, vocational training programs, the population of adults living independently, and in the American workforce (Edgar, 1987; Sitlington, Frank, & Carson, 1993).

This project sought to address the needs of adults with disabilities enrolled in adult education programs. The project's original proposal predicted that project activities would result in two significant outcomes. First, adult educators would be more successful and knowledgeable about determining accommodations appropriate to the unique programmatic needs of the adults with disabilities. Second, adults with disabilities would be assisted in understanding their legal rights, addressing their needs, and meeting with more success in realizing their educational and employment goals.

These outcomes were achieved. Moreover, many additional outcomes have also been achieved indirectly. Perhaps the greatest of these is the increased awareness by adult education staff that working with learners with disabilities is not only possible but, through proactive measures, is usually easily and effectively accomplished. The largest tasks remaining for the project are to increase awareness of the materials developed and provide training on their use.

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Appendix

Project Technical Reports

- Consumer Panels
- National Survey and Statewide Interviews
- KCKCC Pilot Study
- National Field Test
- Notebook Dissemination

Technical Report
Consumer Panels

Purpose

The formation of consumer panels was included in the project design to provide a means for adult enrollees with disabilities to review the project's activities and products and to provide feedback on them to the staff. In the original proposal, there were to be two panels--one in Kansas City and one in Manhattan, KS. Staff changes and concerns at the Manhattan adult education program resulted in unanticipated delays in forming a panel there, so substantive consumer panel activities occurred only at the Kansas City program (Kansas City Kansas Community College--KCKCC).

Materials

Members of the consumer panel were consulted by project staff throughout all phases of development of the various project materials. Specifically, they provided feedback as to the readability, comprehension level, practicality, and visual appearance of the adult learner trifold and handbook, the TARGET Strategy, and portions of the Procedural Guide. Individuals from the panels also acted as test subjects during development and refinement of the functional needs interview.

Participants

Members of the panels were nominated by their instructors. An effort was made to ensure that the panel included members representing a variety of disabilities, ages, backgrounds, and ethnicities. Meetings were attended, on average, by six consumers.

Procedures

Two meetings were held with the panel during each year of the project. In the third year, a new panel was formed of participants who had entered the program subsequent to implementation of project materials at KCKCC. Panel participants received a $25 stipend for each meeting attended. Confidentiality of panel members was maintained at all times and staff followed University guidelines for working with human subjects.

Results

The panels were invaluable in alerting project staff to language and/or content that was not appropriate in the materials for learners. They were also enthusiastic testers of various instruments designed by project staff. On a more fundamental level, the panelists enlightened the staff on the kinds of challenges and issues they face on a daily basis and kept staff grounded in the needs to be addressed. Minutes from each of the panel meetings are attached.

Minutes
KCKCC Consumer Panel Meeting - February 22, 1996

Consumers Present: Gerald, David, Patricia, Mary, Carmen, Kevin, Rosemary
Staff Present: Daryl, Jan, Beth

The Panel members were first welcomed to the meeting and thanked for their cooperation and participation. They were informed of the purpose of the Accommodations project and their role in the project. We told them that the meeting was going to be audio-taped for accuracy purposes. Discussion topics and responses are detailed below.

Tell us about the effect your disability has had on your daily activities.
One panelist with a physical disability and vision problem mentioned that he had difficulty with showering. He was constantly worried about slipping and falling. He also mentioned he needed good light and a magnifier to help him read. Another panel member said he used to use alcohol and drugs with his friends, but having his sponsor visit him 3-4 times per week helps a lot. In his home he has his cabinets low, bars in the bathroom and tile instead of carpeting to make it easier to get around. A panelist with epilepsy mentioned that her grand mal seizures caused a lot of problems for her. Another panel member said she has a learning disability and therefore difficulty reading and breaking down words. A panelist with brain damage from physical abuse said it is hard to concentrate. She has finished high school but still needs help brushing up on her reading and math skills. A panelist with cerebral palsy said he didn't like to have to rely so much on people. He is dependent on others to get to church and the store.

In an educational program, what accommodations have you used?
One panelist mentioned that he has been grateful to learn more about his disability. Another panel member said she appreciates being able to break up her assignments into shorter segments, being able to go at her own pace. She also mentioned asking a lot of questions helps her to understand better. She learned to keep a list and this has helped her keep her assignments straight as well as made going to the store a lot easier. Someone else mentioned it is just nice to have someone willing to teach you and help when you need it. Another panelist mentioned that she likes having progress markers. Being able to see that she has progressed in the program, makes her feel like she is productive. One panel member said he uses a magnifier. Another panelist said having a spell checker helped.

How have you found out about these accommodations?
Most panelists said they had what they needed at the center. The teachers and tutors helped them and answered their questions. One said he found out about the magnifier because they had a meeting to discuss how to help him to read.

How do you know what works for you?
One panelist mentioned again that knowing she is progressing from Math Book number 3 to Math book number 7 is what helps her to know.

Thinking about they way people with disabilities may be understood or misunderstood by educators, what would you want to share with them about your life?
One panelist wants people to know what she **can** do not what she can't. She wants to be able to use her skills with sewing and children and put her strengths to use. Another panelist agreed saying that he just wants people to know he can do a good job and would like to get a job. Another panel member said that a lot of people say he doesn't have a disability just because they can't **see** it, but he does have a learning disability. Several panel members mentioned they just simply have rights like everyone else, specifically rights to employment.

Minutes
KCKCC Consumer Panel Meeting - May 2, 1996

Panel members present: David, Carmen, Patricia, Rosemary, Mary, Gerald
Staff members present: Daryl, Jan, Beth

The meeting began with Daryl telling the panelists what was learned from their first meeting. Next, the staff pilot-tested of some interviews questions that were to be incorporated into "phone interviews" for the project at a later date. Some of the following questions were asked about these interviews:

How did the interviews go, from their point of view?
"Pretty good" was the consensus from the group.

What else do you want us to know about you and your disability?
"People make fun of people with disabilities and it's hard."
"Being called retarded."
"People are afraid of people with disabilities."

The staff and panelists then broke into groups and discussed the "Learner Handbook." Staff explained that the panelists are experts and that their opinions will help to determine if the Handbook will help learners effectively.

How do we word the definitions so students can understand them?
One panelist said that the readability was "OK" for the disability definition, but the accommodations definition needed some clarification. Another panel member gave some examples for accommodations: read things for them, ask someone for help. It was also said that the term "equal chance" was preferred over "fair chance."

Minutes
KCKCC Consumer Panel Meeting - November 11, 1996

Consumers Present: David B, Carmen D, RoseMary H, George M, Mary S
Staff Present: Mary Pat Gilbert, Jean Hall, Daryl Mellard

Student Handbooks

A. Trifold - The panel agreed that the trifold was now easier to understand and read. Everyone liked the appearance and seemed to think that the handbook could be useful to adult learners. Panel members seemed to think that the 800 numbers listed were useful, but most did not generally use 800 numbers. One panel member thought that the cartoon on the front should be of a teacher rather than a student, but there was not consensus on this issue.

Problem areas: 1) The trifold did not seem to communicate a need for action to the panelists. The usefulness of the trifold therefore seems contingent on someone else directing their attention to it and working through it with them.

2) It was obvious that panel members were not familiar with the word "accommodation." There was also some discussion of listing examples under #2 in column three, such as "special classes," "problem areas," etc., because panel members were uncertain as to what was intended there.

B. Second Handbook - The reading level of the second handbook generally seemed to be too high for panel members. They all agreed that graphics might help some with readability.

C. Self-Help materials - Although panel members agreed on the potential usefulness of the material, they seemed to have difficulty actually using it and applying it to real situations. It seemed obvious that the success or failure of the curriculum will depend a great deal on the amount of effort that is put into teaching it.

Procedural Guide

Staff members met one-on-one with panel members to conduct "practice interviews" using parts of the Procedural Guide. Some general observations that were made include:

- The sample inquiry for intake forms did not always prompt panel members to self-identify as having a disability. The inquiry needs to be broadened to include questions about special ed. history and other areas so that adult learners will be more likely to respond.
- Panel members often responded with a uniform "yes" or "no" to a series of inquiries about specific problem areas (e.g., reading, math, remembering). Daryl suggested inserting a rating system to indicate the frequency (e.g., always a problem, sometimes a problem, rarely a problem) or the urgency of a problem (e.g., very difficult, somewhat difficult, etc.).
- Using examples from everyday living, such as reading mail and grocery shopping, were very helpful in prompting a student to explain specific problem areas. Examples about driving, however, were of limited use because many panelists do not drive.
- Daryl suggested revising sections of the Guide that stress inabilities (e.g., I can't read regular print, I can't hold a pencil) to statements such as "large print is important for my reading" or "I can write better with a large pencil."

Next Meeting

A specific date was not set, but we discussed meeting sometime early next year, probably in late January or early February.

Minutes
KCKCC Consumer Panel Meeting - March 18, 1997

Consumers Present: David B, Carmen D, RoseMary H, Dorothy S
Staff Present: Jean Hall, Daryl Mellard

The meeting was held to get consumer feedback on two parts of the Procedural Guide:
1. The list of Accommodation Characteristics on p.12 of the Accommodation Selection Component and
2. The Matrix of Accommodation Strategies (EHP diagrams).

Specifically, we wanted to see if these parts were understandable and usable by the consumers and whether they elicited the desired input from the panel.

First, we talked about some accommodations that the consumers had used, such as calculators, large print, more time, and audio tapes/tape recorders.

Characteristics of accommodations that came up in the discussion included:
- convenience (can carry a calculator with you)
- use on the job (most jobs allow a calculator)
- independence (can use an audio tape by oneself--don't have to rely on a reader)
- effectiveness (can re-play a tape over and over to understand a point)
- availability (of a magnifier versus large print)
- social benefits (would prefer to use large print so that I won't be so conspicuous in class while using a magnifier)
- experience/previous benefit (many examples of wanting to use what had worked in the past)
- ease of use

When asked how they had chosen an accommodation, several consumers replied that their instructors had suggested or chosen it for them.

In discussing the EHP diagrams, the panel said that the print was too small but, otherwise, the diagrams were "fine." We read through the Handwriting and Remembering matrices together. While it seemed that the panel could read and comprehend the individual accommodations listed, it didn't seem like they could distinguish the difference between the various strategies of accommodations (e.g., enhance/restore, modify/adapt, etc.).

Do we need to revise the materials to ensure that the consumers are active participants in the accommodation selection process? If so, how?

Minutes
KCKCC Consumer Panel Meeting -December 17, 1997

Consumers Present: Dixie C, Betty K, Kerry M, Cathy R, Gabrini S, Jackie S
Staff Present: Mary Pat Gilbert, Jean Hall, Daryl Mellard, Kathy Parker
Others Present: Eileen McKenzie, a KCKCC instructor

The meeting started with introductions and an explanation of the project. Next, we had an open discussion about various disability-related topics. Excerpts from each participant follow:

Dixie -- Uses a hand-held magnifier that a teacher gave to her. She cannot afford new glasses. She is working with Ginger and Eileen to get a medical card and/or disability benefits. She has numerous health problems and has an adult son with disabilities. At KCKCC, she has been using a page magnifier, and finds that to be very helpful.

Betty -- Says it "takes a while" for her to understand things. The job she now holds will soon require a GED, so she is working on getting hers. She related how she learned to use the city bus system--basically through trial and error. She is also using a page magnifier at KCKCC.

Kerry -- Kerry is only sixteen years old. He dropped out of school because he kept falling farther behind and wasn't given appropriate support. He likes the program at KCKCC because now he can get one-on-one attention. He related several violent stories about his childhood.

Cathy -- Cathy said she copes with her disability by asking questions. She gave an example of being in a store and seeing a sign that an item was on sale for 10% off. She asked someone what that meant in terms of the final price. She also keeps a multiplication table handy, uses her fingers to count, and writes herself notes. Her job has also recently begun to require a GED. Her son has a developmental disability and she related some stories about advocating for him. She also mentioned how her preteen daughter is able to do things on the computer that she cannot.

Gabrini -- Gabrini grew up in South Africa. She is working to get her GED and her U.S. citizenship. She wants to be a paramedic. When discussing how people treat her, she said people can be very cruel. She said people told her she was stupid and she related a story of being physically beaten by a teacher who lost patience with her. She uses flashcards for learning math and keeps information on an electronic address book. She plans to file for SSI after receiving her citizenship.

Jackie -- Jackie explained that it "takes a while" for her to learn things. She said she just keeps on trying. She uses a calendar to keep track of her schedule. She wants to learn CPR so that she can help other people. She also related having been called stupid in school. She lives in a group home.

When asked about their legal rights and responsibilities, none of the panel members were able to offer any input. They had no apparent knowledge about any of their civil rights as persons with disabilities.

During the last part of the meeting, we asked each participant to try using the newly developed written questionnaire for learners. Two needed changes were immediately apparent: adding a blank for the learner's name, and a revision of the measurement question in the math section. Mary Pat and Kathy will go through the questionnaires to determine other changes that are needed.

Finally, Eileen expressed several needs and concerns. She said that the instructors need information about agencies and resources available. She thought it would also be helpful to know more about job rights for her students. Additionally, she wanted information for adult learners who have children with disabilities so that they could more effectively advocate for their children at school and for services.

Minutes
KCKCC Consumer Panel Meeting - May 19, 1998

Consumers Present: Dixie C, Kerry M, Jackie S
Staff Present: Jean Hall, Betty Horton, Daryl Mellard and Noelle Kurth (running video camera)

The meeting started with introductions and an explanation of the project and the purpose for the videotaping. Two members signed releases to be videotaped. Next, we had an open discussion about various disability-related topics. Questions asked and responses from the panel follow.

How would you like to be approached about your disability (in an adult education program)?
One panelist said that she would want to be in the program for awhile so that she felt comfortable with her teacher before she would be able to discuss her disability.
Another replied that he would just tell the staff up front about his problem with turning letters around.

How does your disability affect your daily activities?
One panelist related that she simply could not go shopping because she couldn't keep track of how much she had spent. Consequently, her husband did all of the family shopping.
Another panelist said that she had learned to write checks using a computer program in the adult education center. Although she was the payee for her disability checks, she felt that that the community living agency of which she is a client had more control of her money than she did.

How has your work in the adult education program effected your life?
The most striking response to this question was that the program had empowered one consumer to speak up for himself and make his needs known. The other panelists both said that they were looking forward to completing the program and getting better jobs.

What accommodations have worked for you in your education program?
A panelist with a visual impairment used a hand magnifier and a page magnifier in her work. She also reported that using graph paper to do math problems had helped her a great deal.
A panelist with a developmental disability repeatedly mentioned using computers to learn.

Technical Report -- National Survey and Statewide Interviews

Purpose

A primary objective of the project was to identify and evaluate the nature, extent, and outcomes of accommodations to learners with disabilities in adult education programs. An initial step in accomplishing this objective was to identify accommodations currently used and gather information on their perceived and actual outcomes. To this end, a national survey of adult education programs and a statewide interview study of instructors and enrollees of Kansas programs were conducted.

Materials

National survey. The national survey, was designed and administered by project staff at Kansas State University. Questions were written to prompt responses indicating the nature, extent and outcomes of accommodations currently being used by adult education programs across the country to address specific functional limitations. Demographic information about the type of program, size, location and cultural diversity of the programs was also requested. Due to the length of the instrument, two versions were created, with questions about various functional limitations of learners divided between the two.

Statewide interviews. The statewide interview instruments were designed by project staff at the University of Kansas. Materials included two versions of telephone scripts and response forms--one for enrollees with disabilities and the other for adult education staff. Questions for the learners focused on demographic information, educational and personal goals, disability, knowledge of rights and responsibilities, and accommodations used. Questions for the instructors concerned orientation procedures for learners, process for selecting and evaluating accommodations, and attitudes about learners with disabilities and providing accommodations.

Participants

National survey. The national survey was mailed to 1,098 adult education programs across the country. Participating programs were nominated by the adult education directors from nine states, and represented a stratified sample across facility type (e.g., LEA, community college, or community-based organization), size (based on enrollment) , location (inner-city, urban, suburban, or rural) and cultural diversity. A total of 622 surveys were returned.

Statewide interviews. Twenty-seven adult learners with disabilities from nine programs and one correctional facility and twenty-three adult educators from sixteen programs were interviewed. The participants included staff and enrollees from community colleges, community-based adult education programs, and correctional facilities in Kansas. Rural, suburban, urban and inner-city settings were all included in the sample.

Procedures

National survey. Staff worked with project consultants and the

Resource Team to develop appropriate questions for the survey. The survey was then pilot tested with programs in Kansas. Based on the pilot test, some questions were re-worded and an example was provided for greater clarity. The revised survey was mailed with a cover letter in April, 1996(?) to all 1098 of the centers nominated by the state adult education directors. Seven days later, a postcard reminder to complete and return the survey was sent. A second mailing to nonrespondents was sent three weeks later. Of the 622 responses that were returned, 67 were from individuals indicating they were not qualified to complete the form, so a total of 555 of the completed surveys (54%) were deemed usable. These were then analyzed statistically.

State interviews. KU staff developed questions for the interviews, which were pilot tested at the Lawrence, KS adult education program. After the questions were finalized, a telephone script for administering the surveys was developed. Letters were sent to each of the 28 adult education programs in Kansas asking for instructor volunteers to participate and for nominations of learners with disabilities who would participate. The telephone interviews were designed to take 20 minutes or less to administer and were conducted by project staff. Data from the interviews were analyzed using SPSS.

Results

National survey. The national survey provided information in many areas, including student demographics, barriers to providing accommodations, and information on the effectiveness of specific accommodations. A total of 622 surveys were returned, and more than 100 variables were analyzed. On average, respondents estimated that almost *one third* of their students had some type of disability, but only about half of those disabilities were verified. Learning disabilities, mental retardation, multiple disabilities, and health disabilities were the four disability types most frequently encountered. When asked to identify barriers to providing appropriate accommodations, resource limitations were most frequently cited. Program staff listed limited budget, limited staff, lack of training and inadequate resources for assessments as the largest barriers.

Information about the types and effectiveness of accommodations for specific limitations was also gathered in the national survey. Educators were asked to rate the effectiveness of a given accommodation on a scale of 1 to 9, with 9 being the most effective. The results are summarized in Table 1, below. Two significant conclusions were drawn from these data. First, the great majority of effective accommodations are low or no cost. Second, the same accommodation is often effective across disabilities/functional needs.

Statewide interviews. From our interviews of adult educators in Kansas, we learned that most (80%) are comfortable with providing accommodations, or see it as a necessity, but are frustrated by time and financial constraints. The adult educators also noted a positive effect of accommodations on learners in the form of increased social interaction, increased confidence and self-esteem, and increased levels of trust and relaxation. Adult educators most frequently judged the effectiveness of an accommodation on the basis of student improvement on classwork and tests and on student feedback. However, 50% of participants reported that the learner was not directly involved in the decision to use an accommodation.

From our interviews of adult students with disabilities in Kansas, we learned that most (83%) having two or more disabilities. Respondents indicated that the disabilities having the most impact on their adult education experiences were learning and health disabilities. The most commonly reported disabilities were learning, psychological, health and vision.

Only 30% of the learners reported knowing anything about their legal rights and, of those, 27% reported having learned about them form a teacher. Only 30% reported having used an accommodation in their adult education program. Additional data from the statewide interviews are summarized on the following pages.

The interviews and surveys confirmed that large numbers of learners with disabilities participate in adult education programs, and that the majority of learners with disabilities experience multiple disabilities. Most often, these learners are unaware of their legal rights. Adult educators acknowledge the positive impact of accommodations on learners with disabilities, and are generally willing to provide accommodations. However, educators and programs face many barriers in attempting to do so.

Table 1. Effective accommodations cited in the national survey

Disability	Most Effective Accommodations (rating)
Overly active/difficulty sitting	Avoid lengthy periods of desk work (6.67) Provide a carrel (6.29)
Difficulty with verbal expression	Give extra response time (6.64) Computer-synthesized speech (6.52) Organizational aids (i.e., cue cards) (6.43) Sign language (6.43)
Distractible/Difficulty staying on task	Provide checklists for assignments (6.28) Use carrel (5.93)
Difficulty paying attention to oral directions	Give explanations in small, distinct steps (6.72) Provide visual cues on chalkboard or overhead (6.65) Have learner repeat directions orally, or use a written clue (6.58) Provide study buddy (6.58)
Difficulty reading	Allow extra time (7.18) Provide shorter assignments (6.88) Tape material and allow reading along (6.86) Use large print (6.79)
Difficulty spelling	Allow use of electronic spell checker (6.93) Provide dictionary (5.80)
Difficulty expressing self in writing	Give extra time for written assignments and shorten amount required, if possible (6.78)
Difficulty getting started	Break work into smaller amounts (6.65) Assign peer coaches (6.52)
Difficulty hearing	Visual clues (7.20) Interpreter (7.18) Placement in room (7.03)
Difficulty using a computer	Table height adjustment (7.14) Larger display (6.87) Screen to cut glare (6.60) Computer in study carrel (6.50) Use mouse, not keyboard (6.41)
Difficulty solving math problems	Increased time (6.93) Smaller tasks (6.93) Computer software (6.84) Manipulatives (6.74) Calculator (6.69)
Difficulty writing legibly	Scribe/recorder (7.10) Allow typing or word processing (7.05) Dictate to someone else (7.02) Extended time for completion (6.93)
Difficulty taking tests	Reader (7.26) Scribe/recorder (7.20) Increased time (7.14) Separate testing area (7.09) Large print (7.06) Shortened test periods (7.00)

Summary of Data from Kansas Adult Learner Interviews

Twenty-seven adult learners with disabilities from nine centers and one correctional facility in Kansas were interviewed about their adult education experiences.

Sample demographics:
average age = 35 (range = 19 to 53)
96.3% were born in the United States
66.7% white
18.5% black
4% Hispanic
4% Native American
4% declined to state
37.0% women
63.0% men

Current Social Services Client	**Current Voc Rehab Client**
50% Yes	12.5% Yes
50% No	87.5% No

66.7% **unemployed**, 33.3% **employed**.

only 29.6% reported knowing anything about their **legal rights**

of those who had some knowledge of rights, **37%** reported having learned about them **from a teacher**

70.4% reported having taken **special education** classes

Most commonly reported disabilities:
Learning
Psychological
Health
Vision
Mobility

83% reported having multiple disabilities

93% reported using an **accommodation** in their adult ed. program

Comments about experiences in adult ed or with accommodations:

> *"... use what works for me, not for someone else" (in selecting an accommodation) (Most adult learners interviewed were able to identify at least one coping skill that they had developed to compensate for their disability.)*
>
> *Being involved in the program gave me "more confidence in myself."*

Almost all learners expressed an appreciation for being able to participate in an adult education program.

Summary of Data from Kansas Adult Educator Interviews

Twenty-three adult educators from sixteen adult education programs in Kansas were interviewed about their experiences in working with learners with disabilities and in providing accommodations.

Feelings about adult learners with disabilities participating?

Necessary or no problem	73%
Frustrated/Resource difficulties	27%

Feelings about providing accommodations?

No reservations	77%
Frustrated	11.5%
Restricted time and money	8%

Accommodation Effect on Student's Social Interaction:

Increased interaction	30%
More confident	15%
Positive attitude	13%
Improved classwork	11%
More comfortable	9%
No Effect	6%
Increased attendance	4%
Other positive effects	12%

Who Decides to Use Accommodation?

Teacher and adult learner	36%
Center director and teacher	23%
Teacher only	27%
Director, teacher and learner	9%
Teacher, tutor and learner	4%

Top considerations in selecting an accommodation?

Student need	24%
Effectiveness	16%
Availability	13%
Cost	10%
Other	23% (including documentation, application, student request, and type of disability)

How is Effectiveness Evaluated?

Learner improvement	25%
Increased test scores	18%
Learner feedback	15%
Other	42% (includes direct observation, progress, learner comfort, goals are met, pass CASAS)

Most effective accommodations, by disability

(*n* indicates total student population with particular disability among surveyed centers)

Answer	%
a) visual, n=29	
Large print	26
Extended time	18.5
Magnification	11
One-on-one	11
b) hearing, n=19	
Speak to best side	30
Individual Attention	10
Extended time	10
Separate testing	10
Face-to-face (lip-reading)	10
c) physical, n=51	
Structural accessibility.	33
Comfortable chairs	13
Extended time	9
d) emotional, n=77	
Flexible learning/scheduling	14
Extended time	11
Refer to counseling	11
Frequent breaks	7
Isolation from others	7
e) behavioral, n=53	
Frequent breaks	15
Smaller classes	10
Individual attention	10
Flexible learning	10
f) learning, n=118	
Typoscope	27
Individual assistance	14
Extended time	10
Tutor	8

Technical Report - KCKCC Pilot Study

Purpose

The purpose of the pilot test was to investigate the effectiveness of the accommodations model developed by project staff. This was accomplished by observing and tabulating accommodations-related activities at a program before and after training was provided to program staff on the Accommodations Model.

Materials

An observation checklist was developed for use in recording the frequency of a variety of accommodations-related activities. In addition, program staff were provided a draft of the notebook materials as part of the training in the intervention portion of the study.

Participants

Staff from the adult education program at the Kansas City Kansas Community College (KCKCC) participated in the pilot study. This program serves large numbers of students with disabilities from culturally diverse backgrounds including African American, Hispanic/Latino and a large Russian immigrant population. The program has six centers located in a variety of urban, suburban, and detention center settings.

Procedures

The study was divided into two parts: a baseline, or pre-test period and an intervention, or post-test period. During the pre-test period, project staff observed six KCKCC instructors at two sites over a four-month period using the observation checklist to record all accommodations-related activities performed. The instructors had received no information about what was being observed. After the baseline study, project staff provided a four hour professional development session on the accommodations model to all of the KCKCC adult education program staff. Each staff member was provided with a notebook of project materials, with prototypes of the five project products.

The professional development was followed by another, post-test or intervention, observation period. At the end of the pilot test, project staff met with lead teachers from each of KCKCC's adult education sites to discuss the overall impact of the training and materials and to elicit feedback on possible improvements on the materials (see attached minutes from this meeting). In addition, extensive written evaluations on the project materials were sent to all KCKCC staff involved in the pilot test. All of the forms were returned to KU and analyzed.

Results

Baseline Study. Starting in September and continuing through December, 1996, project staff observed six instructors at two campuses. A total of about 16 hours was spent observing accommodations-related activities. The only accommodations-related activity noted consistently by observers was that instructors asked learners with disabilities to self-identify during the enrollment process. This action was observed at least 16 times. The only other accommodations-related activity observed occurred when an instructor described tasks a learner would need to perform to participate in the program.

Intervention Study. Starting in February and continuing through April, 1997, project staff observed seven KCKCC adult educators (AE's) at three campuses as part of our intervention study. A total of about 16 hours was spent observing accommodations-related activities. The intervention study was a follow-up to the baseline observation study conducted from September through December, 1996, which was performed to assess the current practices, materials and procedures in use before the intervention study. In the baseline study, the only accommodations-related activity noted consistently by observers was that instructors asked learners with disabilities to self-identify during the enrollment process.

In the intervention study, learners were again consistently asked to self-identify. In addition, though, learners were often given supplemental questions and/or information pertaining to disability. Also, project staff observed that tasks the learner will need to perform and individual learner's needs were more often discussed with learners than in the baseline study. These observations are detailed in the table on the following page. A general comparison of observed accommodations-related activities in the two portions of the study is shown below.

	Baseline Observations	Intervention Observations
Total hours of observation	16	16
Total instructors observed	6	7
Total accommodation-related activities observed	17	61

In addition to the observation data collected, data from the instructors' written evaluations were also analyzed. These data were instrumental in helping project staff to revise project material prior to its usage in the national field test.

Summary of Observation Report

	Baseline (Sept.-Dec.1996) 12 days/875 minutes		Post-Training (Feb.-Apr. 1997) 13 days/960 minutes
Component	**Frequency**	**Activity**	**Frequency**
Enrollment & Orientation	17	Ask students to self identify	14
	3	Other	0
Disability Confirmation	0	Approached learner	2
	0	Ask for documentation	2
	0	Review documentation material	2
	0	Ask for additional information	2
	0	Other	1
Functional Needs Assessment	1	Assess student's needs	8
	1	Describe tasks	13
	0	Discuss student's ability	3
	0	Document results of discussion	5
	0	Describe environment	3
Analysis of Strengths & Needs	0	Discuss barriers and supports	1
	0	Identify and list specific needs	2
	0	Identify needs addressed by outside agencies	1
	0	Suggest outside resources	1
Accommodation Selection	0	Ask student about previous accommodations	2
	0	Generate a list of accommodations with learner	2
	0	Student agreed to accommodation	1
Accommodation Implementation	1	Provided needed devices/services	0
	1	Learner utilized accommodations	0
Accommodations Monitoring & Evaluation	0	Assess effectiveness of accommodations with learner	1
Development of Generalization Plan	0	No related activities	0
Total	**24**		**66**

Technical Report - National Field Test

Purpose

As explained in the original project proposal, one of the purposes of the national field test was to ensure that the materials and procedures developed address the needs of AE enrollees with disabilities, including those from diverse backgrounds. In addition, project staff wanted feedback directly from educators who used the materials to see if they were effective and user-friendly.

Materials

Materials used in the national field test included a notebook consisting of five components, a trifold brochure, and related supporting documents.

Participants

Participants in the national field test included administrators and instructors from 10 adult education programs in eight states. Programs were nominated by their state directors of adult education on the basis of: 1) their status as ABE, rather than literacy centers, 2) having culturally diverse learner populations, and 3) being considered "good" programs. The participating programs are listed below:

State	Program	Site Type
Arizona	Gary Tang Adult Education Center Glendale, AZ	FE
California	Baldwin Park Adult & Continuing Ed. Baldwin Park, CA	FE
Georgia	Adult Education Center Clarkston, GA	FE
Kentucky	**1.** Covington Adult Learning Center Covington, KY **2.** Mulberry Helm Elizabethtown, KY	training
Minnesota	**1.** Ronald Hubbs Center for Lifelong Learning St. Paul, MN **2.** Gladstone Community Education Maplewood, MN	training
Mississippi	Jackson Public School District Adult/Community Ed Jackson, MS	FE
New Mexico	Catholic Social Services Family Ed. Dept. Albuquerque, NM	FE
Pennsylvania	ARIN Intermediate Unit 28 Shelocta, PA	FE

The characteristics of the learners participating at these sites is summarized below.

Average percentage of learners from each community setting:

Rural: 14% (Ranging from 0-75%)
Suburban: 25% (from 0-80%)
Urban: 35.5% (from 0-80%)
Inner City: 25.6% (from 0-75%)

Percentages of learners from major ethnic groupings:

African American: 24.4% (Ranging from 0-85%)
American Indian/Alaskan Native: .7% (from 0-3%)
Asian/Pacific Islander: 7.4% (from 0-26%)
Hispanic: 25.6% (from 0-80%)
White: 39.9% (from 5-90%)
Other: 2.1% (from 0-10%)

Average percentage of adult learners with a native language other than English: 37.4% (Ranging from 1-80%)

Average percentage of learners with a SUSPECTED disability: 26.9% (from 4-60%)

Average percentage of learners with a VERIFIED disability: 8.5% (from 1-20%)

The national field test was begun in August, 1997 and final evaluations were completed by participants in December, 1997.

Procedures

National field test sites were divided into two categories: "FedEx" (FE) sites and training sites (see table above). "FedEx" sites were those sites that received all of their project materials via the mail or private parcel system. Support for these sites was provided by telephone and written correspondence. The training sites were those sites that received on-site training and follow-up support by project staff. All sites received regular (usually weekly) telephone support. Staff at all sites were asked to complete monthly logs of accommodations-related activities and a final evaluation of the project materials.

Results

In general, the training sites reported more usage and better understanding of the materials than did the FedEx sites. In addition, questions from the FedEx sites tended to focus more on implementation of materials while questions from training sites were more specific and focused on individual cases. Participants at all sites kept monthly logs of their product usage and other related activities. Summaries of these logs can be found on the following pages.

Comments from the final evaluations are included on the following pages. Changes that resulted from these comments include:

- continuous pagination of all sections; appendices removed
- filled-out forms included as examples
- more white space and graphics added
- color coded sections and tabs added
- title for each component and component section included in page footer

Suggested edits to notebook materials from national field test participants, Resource Team, and other interested parties

I. Overall
- use same abbreviations in Quick Reference and Tabs
- use same punctuation conventions throughout--e.g., terminal comma
- add pages numbers on contents page
- make pagination consistent
- include filled-out forms as examples
- provide videotape training

II. AE Handbook
- typos
- add boxes for 'Other" on pp. A10 and A12
- too much information included

III. Learner Handbook
- typos

IV. Procedural Guide
- needs more white space
- add a written questionnaire for self-administered learner needs assessment
- p. 12, under mental or emotional disability, please note that tics can be a *physical* (neurological) disorder--not necessarily emotional
- p. 16, after "let's begin," what does "read the questions" refer to?

Functional Needs Interview
- question #3 on first page needs to be followed with "how" or "what" question
- many questions unclear:
  - how do you sign your name?
  - how do you count your money
  - this is how I get my mail read
  - this is how I fill out forms
- need to separate questions about what didn't work and what did
- p.3, discrepancy between learner and interviewer protocols on #3
- p.5 of learner protocol does not have a prompt about medications

V. TARGET
- need to define TARGET and FACT in the introduction

VI. Compendium
- put Assistive Technology on another page

Summary of Notebook Component Usage by Field Test Participants, Based on information from monthly logs and final evaluation

September:

Item Used	# Instructors	# Times
Notice Poster	11	6+
Trifold brochure on Rights and Responsibilities	18	29+
Adult Learner Handbook	11	11+
TARGET Strategy	7	47+
Accessibility Checklist	9	18
Procedural Guide - Functional Needs Interview	5	13+
Compendium of Materials and Resources	5	26

October:

Item Used	# Instructors	# Times
Trifold brochure on Rights and Responsibilities - Eng.	19	69+
Trifold brochure on Rights & Responsibilities - Foreign	2	13
Adult Learner Handbook	10	27
TARGET Strategy	6	46+
Adult Educator Handbook	9	14+
Procedural Guide - Functional Needs Interview	12	20+
Proc. Guide - Matrix of Accommodation Strategies	11	22+
Compendium of Materials and Resources	9	16

Final Evaluation:

Item Used	# Instructors	# Students
TARGET Strategy	14	109+
Adult Learner Handbook	17	145+
Adult Educator Handbook	16	128
Procedural Guide	24	150+
Compendium of Materials and Resources	17	79

September Log Summaries

State: Arizona
Program: Gary Tang Center
Instructors: 5

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	1	1	AE Handbook	5
Trifold	2	1+	Trifold	5
Adult Learner Handbook	1	2	Adult Learner Handbook	5
TARGET	1	3	TARGET	5
Access. Checklist	1	1	Procedural Guide	4
Funct. Needs Intrvw.	1	2	Compendium	5
Compendium	1	1		
Inaccurate Info:	•5 No			

Effects:

• I've been more aware of how a school I attend accommodates its disabled learners. The school is installing hand rails along walkways with inclines. It is installing concrete ramps with rails with concrete edges. In the classrooms are desks for left-handed students and for students in wheelchairs. • None, I'm deaf myself and I already know which accommodation is needed to provide the best educational needs for my students. • Asked more persistently about disabilities while registering students. Discussed ways to use community resources for visitors or hearing screening. Have decided to develop "mini-session" on this material to use with Rights and Responsibilities during new student orientation. Trifold brochure available to everyone. (R&R)

General Observations:

• Have had a chance to look at accommodations, etc., as well as taking time to discover the notebook through a weekly meeting with those participating.

State: California
Program: Baldwin Park
Instructors: 6

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	4	4+	AE Handbook	6
Trifold	6	12+	Trifold	6
Adult Learner Handbook	1	1	Adult Learner Handbook	5
TARGET	2	2+	TARGET	6
Access. Checklist	2	2	Procedural Guide	5
Funct. Needs Intrvw.	1	2	Compendium	6
Compendium	6	0		
Inaccurate Info:	•5 No •1NA			

Effects:

• More aware of need for follow-up after initial interview. • I had a pretty good idea about the rights before this. I have started being more observant. Most of my learners with disabilities have voluntarily come forth and we have discussed their cases. • None • None so far, but expect to incorporate more of the material as opportunities present themselves. • We have included an explanation of rights and responsibilities in our orientation video. Since many of our students have needed accommodations in the past, we typically ask in our intake interview general questions which indicate that accommodations maybe needed.

General Observations:

• 9/22/97: AE Handbook: Many students with disabilities are unaware of their rights. The AE Handbook Appendix and Poster was very helpful.

• 9/97 Learner Handbook: while print size is good, most of our students (ABE) do not read well enough to understand this section. • Procedural Guide: Possible enrollment questions are similar to those we have been using.

• Functional Needs Interview: In a class of 40-60 students, it is not practical to take the time with each student who has a need for accommodations and go through the interview In this classroom as many as 75% of the class has expressed difficulties, special education, physical, emotional, medical, learning disabilities. • TARGET and FACT: will become a class unit. I expect to incorporate these materials toward the end of the semester as students prepare to move to another learning environment.

• 9/29/97 Trifold Brochure: explained during introductory lecture. • Initial interview too long to be practical in actual class use.

• 9/30/97 General observation: The number of individuals with a learning disability that I've encountered have been few. I am, however, now more sensitive to the issue and will modify all my teaching manners because of this new awareness. Physical disabilities encountered are dealt with here at Baldwin Park Adult and Continuing Ed. in a manner consistent with the guidelines outlined in this handbook. • My issue is maintaining standards. Now, I will take extra steps as a teacher to ensure that I've done all I can on an individual basis for all students to accommodate learning.

State: Georgia
Program: DeKalb Tech.
Instructors: 4

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	4	0	AE Handbook	4
Trifold	2	3	Trifold	3
Adult Learner Handbook	1	1	Adult Learner Handbook	4
TARGET	4	0	TARGET	4
Access. Checklist	1	1	Procedural Guide	4
Funct. Needs Intrvw.	4	0	Compendium	4
Compendium	1	1		

Inaccurate Info:

• 3 No -- Not inaccurate, but not useful in our program. We do not have lecture or group instruction so we did not use any of the self-advocacy section. • 1 Yes -- I question wether the county school system will test a student after 18 in GA, if he/she has withdrawn from school.

Effects:

• I have started to ask for documentation, i.e., "evaluations, psychologist's and/or physician's report, school records, or test protocols" as stated on page 2 of the Procedural Guide. • I have had no requests for materials, etc. • The material has made me more aware and I have talked with students about the possibility of getting documentation. I have also inquired about previous accommodations they may have had in other work or school experiences. However, I work with 30-50 students daily in a 5 1/2 hour period. Unless their needs are very evident, or they volunteer special needs, I have little opportunity to investigate and follow-up. Our center is an open entry/open exit program. We will gladly work with any student. • I am doing many of the things suggested with LD that have been identified: Magnifying glass/lamp; contrast very black marker on very white paper; lined paper used vertically for math; tape recorder.

General Observations:

• 9/30/97: It is difficult to share the other material with students because you have requested that we do not duplicate. In sharing the Learner Handbook with a student, his first question was "Can I have a copy of this to take home with me?" Unfortunately, I had to tell him that I could not photocopy it. • This section was not clear. Are you referring to your materials or materials we might be using? •

9/16/97 Appendix A: Your information is useful if the learner is under age 22. However, this does nothing for the 23+ age students. I have realized for some time that we could access high school records for help in getting "Special Needs" approval. But if the student is 23 or above and was not assessed when in the school system, it is very difficult to get a certifying professional's evaluation. The Howard School in Atlanta does this, but it is a $1500 Test. Not many individuals I work with can afford this. At one time, when I was doing workplace literacy, a student tried to go through her company medical insurance, but she could never get a referral to a psychologist. • "Do not duplicate" pages are frustrating -- not helpful.

State: Kentucky
Program: Covington
Instructors: 2

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	1	+	AE Handbook	2
Trifold	1	6	Trifold	2
Adult Learner Handbook	2	0	Adult Learner Handbook	2
TARGET	1	2	TARGET	1
Accessibility Checklist	1	6	Procedural Guide	2
Funct. Needs Intvw.	1	8	Compendium	0
Compendium	2	0		
Inaccurate Info:	• 2 Yes			

• Covered in training. • On page15 it mentions interview cards, but I could not find them.

Effects:

• I look and observe students more who I think have a learning disability to see if I can detect them having trouble. • More receptive because I feel that I can be of a help now. Use of existing materials modified for LD students.

General Observations:

• 2 NA

State: Kentucky
Program: Mulberry Helm
Instructors: 3

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	3	+	AE Handbook	3
Trifold	3	+	Trifold	3
Adult Learner Handbook	3	1+	Adult Learner Handbook	3
TARGET	3	0	TARGET	3
Accessibility Checklist	3	0	Procedural Guide	3
Funct. Needs Intvw.	3	0	Compendium	3
Compendium	3	0		
Inaccurate Info:	• Questionable			

• Procedural Guide (p 5) under Mental or Emotional Disability: *Tics*: is a genetic flaw that is a physical disorder (Tourettes Syndrome) not necessarily mental or emotional.

Effects:

- Nothing at this time, we presently implement multi-sensory techniques in instruction regularly.

General Observations:

- 3 NA

State: Minnesota
Program: Hubbs Learning Center
Instructors: 4

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	1	+	AE Handbook	4
Trifold	1	3	Trifold	4
Adult Learner Handbook	1	2	Adult Learner Handbook	4
TARGET	2	40	TARGET	3
Access. Checklist	2	6	Procedural Guide	2
Funct. Needs Intrvw.	1	1	Compendium	3
Compendium	3	24		

Inaccurate Info:

•3 No • 1 Yes

• Procedural Guide p.3: Last should read "The repeated experience of adult educators is that learner do not . . ." Strategy #3 p.21 Alter last sentence should read " . . . finds *he or she* can complete . . ." p. 32 paragraph 2, sentence 2: "other accommodations may require a reminder (no "s") . . ." Learner Handbook p.6 : paragraph with "Section 504 . . ." disability has a typo -- letter "t" at the end. Procedural Guide p. 30: sentence should read "This record is the . . . ."

Effects:

• No real changes. We generally do this as a matter of course but we'll use the interview starting in October. • I have become more aware of specific needs of learners. Beginning to ask questions that reveal good information in how to best help the learner beginning to guess frustrations before they occur. • I've become more aware of and sensitive to the specific needs of individual learners. I also feel I'm more observant.

General Observations:

• 10/1/97 Intro. Book: shared with SN team. They are excited about using it to help in training. They will add to accomodations check-list and suggested we use interview in place of current one. 9/26/97: Counselor commented on the thoroughness of the notebook. The accessibility survey was helpful as we prepare a Hubbs Accessibility Evaluation. • 10/697: Just discovering how techniques I've been using in the classroom relate to your materials. Will continue to do what I've been doing but expand using ideas from notebook contents. • 10/9/97: only beginning to explore materials, will have more specific thoughts, comments, quotes in next log.

State: Minnesota
Program: Maplewood
Instructors: 1

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	1	1	AE Handbook	1
Trifold	1	2	Trifold	1

Adult Learner Handbook	1	4	Adult Learner Handbook	1
TARGET	1	0	TARGET	1
Access. Checklist	1	1	Procedural Guide	1
Funct. Needs Intrvw.	1	0	Compendium	1
Compendium	1	0		

Inaccurate Info: • 1 NA

Effects:

• We are more rigorously seeking transcripts (from 2-3 post educational institutions) rather than accepting the student's information given at time of registration concerning past special needs. We are more aware of our responsibilities as instructors to not allow students to "short change" themselves or to overlook possible barriers to success.

General Observations:

• 9/22/97 Procedural Guide: I am curious about many "matter of fact "statements I've read. Starting with Page 1/Paragraph 4 -- the built-in flexibility and the "ownership" given to the program implementing these procedures is refreshing following the many educational mandates MV teachers have been faced with lately. It will make my introduction of the material more palatable to staff. Page 2 -- Intro. paragraph two is amazingly frank and holds much potential for change for us. It may gain us some acknowledgment within the school district. • 9/29/97 Functional Needs Interview: We are gaining more and more students with suspected learning disabilities and past special ed. histories who are not willing to share this information. The FN Interview looks promising for October. General staff are happy to see this tool.

State: **Mississippi**
Program: **Jackson Public School AE**
Instructors: 5

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	5	0	AE Handbook	5
Trifold	1	1	Trifold	5
Adult Learner Handbook	5	0	Adult Learner Handbook	5
TARGET	5	0	TARGET	3
Accessibility Checklist	1	1	Procedural Guide	4
Funct. Needs Intvw.	5	0	Compendium	3
Compendium	5	0		

Inaccurate Info: •5 No

Effects:

• Make sure that participants have ample space to sit comfortably and put belongings (crutches, walking cane, etc.). Make sure that those participants who need much more extra time to complete assignments get it. Allow those participants who have a difficult time getting started to decide what assignment to start with. • No changes at this time. • I have begun to ask if they have any special needs that we need to talk about and accommodate. •

General Observations:

• 10/17/97 - Functional Needs Interview: The information provided is excellent tool to open dialogue with all students. • I like the Learning Centers Code of Conduct -- I think it will be useful in class. • TARGET: I look forward to doing the TARGET strategy with my Goodwill clients. It has behaviors they need to learn. • No change.

State: New Mexico
Program: Catholic Social Services
Instructors: 1

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	1	0	AE Handbook	1
Trifold	1	0	Trifold	1
Adult Learner Handbook	1	0	Adult Learner Handbook	1
TARGET	1	0	TARGET	0
Accessibility Checklist	1	0	Procedural Guide	0
Funct. Needs Intvw.	1	0	Compendium	0
Compendium	1	0		

Inaccurate Info: •1 No

Effects:

• More aware • Make photocopies with larger print for elderly class with eye problems. • Working on way to incorporate a section on disabilities on our registration forms. • Trying to find out who might qualify for "disabilities exemptions" for the INS citizenship interview.

General Observations:

• Just starting to dive into the material. 1 week - excellent -- hopefully more feedback for next month.

State: Pennsylvania
Program: ARIN IU #28
Instructors: 2

Item Used	# Instr.	# Times	Materials Read	# Instr.
Notice Poster	2	0	AE Handbook	2
Trifold	1	1	Trifold	2
Adult Learner Handbook	1	+	Adult Learner Handbook	2
TARGET	2	0	TARGET	2
Accessibility Checklist	2	0	Procedural Guide	2
Funct. Needs Intvw.	1	+	Compendium	2
Compendium	2	0		

Inaccurate Info: •1 Yes • 1 No

• Yes: (Not inaccurate -- but I report these to enhance convenience): Functional Needs Assessment (p.3) Interviewer/Learner Protocol mismatch-- Interview protocol lists "menu" question as the 3rd item and Learner Protocol lists "mail" question as 3rd item. Learner Protocol (p. 4): 4th item relative to "leaving a note" -- one student chose to provide me with a writing sample of what she'd typically post -- it was very helpful -- might a prompt be considered and a slightly larger space provided? Learner Protocol(p. 5): there is no prompt relative to how the learner takes medication (a prompt included on Interviewer Protocol -- 4th item)

Effects:

• Though my work with materials is very limited -- I feel, in working with students, that: I am more sensitized to their past, negative experiences; I am more critical to manipulate the environment to better suit the student than vice versa. • These are overall impressions from the time I've spent reading through materials and the small amount of time I've spend using them. (recall, the "small amount" of time for usage is situationally based and is not a reflection not the materials themselves!) • Intend to incorporate more information on rights and responsibilities for disabled students, i.e. flyer, poster, discussion with students; I plan to talk with my supervisor on posting information in our agency as well as having a staff person responsible for this area of information.

General Observations:

- 9/9/97 Implementation Plan: this was very helpful!
- 9/30 Brochure/Needs Assessment: I sat down with my student "Anna" today; Assessment piece is very thorough in nature and appeared to prompt the learner to divulge relevant information and emotions relative to her past school experiences. Anna appeared "floored!" that we were willing to have her share this information with us in an effort to help her -- she said "No one has ever before asked!" • Our program's classes just started Sept. 15 week , so I haven't had time to incorporate much yet due to the business of this time; our classes only meet twice a week for 2 1/2 hours each time. I anticipate using the materials a lot next month. I have several students who have physical handicaps as well as some with learning disabilities. Marianne, our other instructor on the project met with me to discuss the materials and ideas we've had -- she communicated these thoughts to you already. She is going to come and do the interview with some of my students to help me since her class hasn't started yet. I look forward to working the interview into my initial contacts with my students. I intend to spend more time on the accommodations and resources. I appreciate the opportunity to work on this project. There is some very interesting material in the notebook we've received. I will have much more to report next month after I've had the opportunity to use the materials more. I did share the learner handbook with a former student of mine who is attempting to start college in September. She has a learning disability and I've been continuing support with her. She was aware of some of the material. The college is slow accommodating and she may withdraw.

October Log Summaries

State: Arizona
Program: Gary Tang AE Center
Instructors: 4

Item Used	# Instr.	# Times
Trifold brochure on rights and responsibilities - Eng.	4	13
Trifold brochure on rights and reponsibilities - Foreign	1	9
Adult Learner Handbook	3	3
TARGET Strategy	3	5
Adult Educator Handbook	3	4
Procedural Guide - Functional Needs Interview	3	3
Procedural Guide - Matrix of Accommodation Strategies	3	3
Compendium of Material and Resources	3	5

Work with Learners:	Yes	No
• selecting an accommodation?	2	1 (1NA)
• requesting an accommodation on the GED?	0	4
• other accommodations-related activities?	1	1 (2NA)

If "yes" Explain:

- Developed a packet to provide to individuals who have a disability: Rights, responsibilities, survey, etc. (I'll provide this to you later.) Spoke to vocational rehab. counselor - will schedule to speak to staff.
- I got my students familiar with the trifold brochure by asking them to translate the words into Spanish. This was a homework assignment.

New Implementation:

• 3 NA • At a local seminar I learned about computer software that will translate spoken words onto a monitor. This could be a good teaching tool -- a normal teacher can use it to teach deaf students. This could be a good learning tool -- a deaf student can use it to improve his speaking.

General Observations:

• 10/28/97 Handbook of Rights and Responsibilities: Large print helpful. Is there a TARGET reading level (grade level)? Are there other language versions available? TARGET - Self Advocate Strategy: It is almost like an advocate/ would be necessary both to encourage and speak up for disabled person. When could an adult educator do the advocacy training?

We are still planning to rewrite student materials to be readable and helpful. After many good ideas, we need a planned meeting time to prioritize our recommendations. I personally appreciate very much the weekly calls from KU staff to ask about our progress.

State: California
Program: Baldwin Park
Instructors: 6

Item Used	# Instr.	# Times
Trifold brochure on rights and responsibilities - Eng.	3	2+
Trifold brochure on rights and reponsibilities - Foreign	6	0
Adult Learner Handbook	1	1
TARGET Strategy	1	+
Adult Educator Handbook	3	3+
Procedural Guide - Functional Needs Interview	6	0
Procedural Guide - Matrix of Accommodation Strategies	1	+
Compendium of Material and Resources	1	1

Work with Learners:	Yes	No
• selecting an accommodation?	0	4 (1NA)
• requesting an accommodation on the GED?	0	4 (1NA)
• other accommodations-related activities?	0	4 (1NA)

New Implementation:

• 4 No • 1 NA • We have included an overview of rights and responsibilities in the orientation video. Referrals are made to community agencies for further testing when necessary.

General Observations:

• 10/30/97: Persons with disabilities should be treated with respect and dignity, understanding and providing for their needs.

State:	Georgia
Program:	DeKalb Tech
Instructors:	3

Item Used	# Instr.	# Times
Trifold brochure on rights and responsibilities - Eng.	3	21
Trifold brochure on rights and reponsibilities - Foreign	3	0
Adult Learner Handbook	1	1
TARGET Strategy	3	0
Adult Educator Handbook	3	0
Procedural Guide - Functional Needs Interview	1	+
Procedural Guide - Matrix of Accommodation Strategies	3	0
Compendium of Material and Resources	3	0

Work with Learners:	Yes	No
• selecting an accommodation?	1	2
• requesting an accommodation on the GED?	2	1
• other accommodations-related activities?	2	(1 NA)

If "yes" Explain:

• A student identified as ADD but who could not locate any certifying documents. • 1) 2 students requested extra time for GED; 2) student requesting calculator for GED; 3) manipulatives for learning multiplication tables. • I discussed accommodations a visually impaired student should request from his ophthalmologist I had access to a similar list, but the tri-fold was convenient. I advised a student who had been Special Ed. in math at a local H.S. on requesting "special needs" for the GED math.

New Implementation:

• The materials are excellent. Unfortunately, our class is swamped. I'm hopeful that summer quarter will afford time (and many fewer students!) to really initiate meaningful use of what you have given us.

General Observations:

• 2 NA • At the present time, the students enrolled have minor symptoms compared to some discussed in your handbook. I do have one student who has muscular dystrophy. She is in a wheelchair. We moved to a new campus 6 weeks ago. The buildings are brand-new. We have an elevator, and it is ready; all it lacks (I'm told) is the final stamp of approval. So far, that man has not been here and the student has been unable to attend. I have two visually impaired students who are coping and succeeding. Large print versions of material, tapes, and magnifying lamp have aided these learners. A few have some problems that may border on dyslexia, but the use of color overlays, line finders, and cut-outs, similar to what you call a typoscope, have helped.

State: Kentucky
Program: Covington
Instructors: 3

Item Used	# Instr.	# Times
Trifold brochure on rights and responsibilities - Eng.	2	4
Trifold brochure on rights and reponsibilities - Foreign	1	4
Adult Learner Handbook	1	1
TARGET Strategy	3	0
Adult Educator Handbook	3	0
Procedural Guide - Functional Needs Interview	2	1+
Procedural Guide - Matrix of Accommodation Strategies	1	+
Compendium of Material and Resources	3	0

Work with Learners:	Yes	No
• selecting an accommodation?	3	0
• requesting an accommodation on the GED?	0	3
• other accommodations-related activities?	1	1 (1NA)

If "yes" Explain:

• One of our participants, though referred to the Literacy Program, was encouraged to see social worker about getting eyeglasses and referral form noted necessity of large print materials. As far as selecting accommodations, it appears that the student most often is able to zero in on adaptive tools or assistive devices.

New Implementation:

• 1 No • 1 NA • Yes, our use of time and also computer equipment has now been modified for some students. We are also back to using math sheets with the problems already written down for some students with spatial problems and problems with organizational skills.

General Observations:

• 2 NA • 10/12/97: Student excelled in all subjects but math. Basically ran into a brick wall - math phobia. Functional Needs Interview results suggested high level of frustration, as well. TABE - Score (2.5/5.5/3.3) Accommodations: Student was given only one page of "Already Written Down " math completion. Student was asked to complete page in 1 hour of time. Preferably the first hour of classtime. Results: Student developed control of math assignment. Student learned to pace self. Student worked his way up to doing 11 pages by 10/20/97. Student passed GED Math Practice Test with a score of 47. Thank you for another channel to turn to. •

State: Kentucky
Program: Mulberry Helm
Instructors: 2

Item Used	# Instr.	# Times
Trifold brochure on rights and responsibilities - Eng.	1	15
Trifold brochure on rights and reponsibilities - Foreign	3	0
Adult Learner Handbook	1	3
TARGET Strategy	2	0
Adult Educator Handbook	2	0
Procedural Guide - Functional Needs Interview	1	1
Procedural Guide - Matrix of Accommodation Strategies	1	3
Compendium of Material and Resources	1	1

Work with Learners:	Yes	No
• selecting an accommodation?	1	1
• requesting an accommodation on the GED?	1	1
• other accommodations-related activities?	2	0

If "yes" Explain:

• I'm becoming familiar with the materials and am deciding how to use them with my students. I will use in the classroom Nov. & Dec. In the classroom I use multisensory teaching. I use tape recorder, videos, posters, and board. Also several of the students have a tutor in addition to classes. • Ways to reduce inattention during class.

New Implementation: • 1 No • 1 NA

General Observations:

• 10/27/97 Functional Needs Interview: "How do you sign your name?" and "How do you fill out forms?" -- Confusing questions. On question number three "Did you have difficulty when you were in school?" If they say 'yes,' don't we need to ask 'how' or 'what'?

State: **Minnesota**
Program: **Maplewood**
Instructors: **1**

Item Used	# Instr.	# Times
Trifold brochure on rights and responsibilities - Eng.	1	3
Trifold brochure on rights and reponsibilities - Foreign	1	0
Adult Learner Handbook	1	13
TARGET Strategy	1	40
Adult Educator Handbook	1	3
Procedural Guide - Functional Needs Interview	1	3
Procedural Guide - Matrix of Accommodation Strategies	1	10
Compendium of Material and Resources	1	3

Work with Learners:	Yes	No
• selecting an accommodation?	1	0
• requesting an accommodation on the GED?	0	1
• other accommodations-related activities?	1	0

If "yes" Explain:

• Selection: large type texts, special pens, moving desks, isolating learner when they opted to do so, more breaks, dry-erase boards rather than pen/paper, offer variety of color paper on which to write, individualized worksheets and out of school tasks, more group "game" type activities, make field trip/research activities, inter-generational activities in classroom (foster grandparents).

New Implementation:

• Registration will now include Functional Needs Interview and Rights and Responsibilities given by counselor at time of registration or by instructor on student's first day of class (if they haven't requested through the counselor). Developed a curriculum outline on diversity which now involves information from AE and Learner handbook. An inservice is being planned for all ABE staff to disseminate this information (handbooks, procedures, TARGET, Skills & Strategies). Developed and used release of records form. Posters are up in all classrooms and offices. Made copies of trifold.

General Observations:

• 10/6/97 Learner Handbook: After reading the Responsibilities of Adults with Disabilities with an adult student, he told me he was dyslexic. He admitted he withheld this information so he could have a "fresh" start and perhaps not be singled out for special services "down the hall." He was relieved when

I told him our school didn't have specialists who removed people during class. He is much more open and shares a great deal of information with us. He has passed three GED tests with his own tenacity. He has taught me how to instruct him, using his own developed technique. We both win! • 10/22/97: I am using the Proceural Guide to pursue sources from the K-12 Special Ed. coordinators for our under 22 years population. I copied pages, sent them to her, and have yet heard nothing. My fingers are crossed.

State: Minnesota
Program: Ronald Hubbs Special Needs
Instructors: 4

Item Used	**# Instr.**	**# Times**
Trifold brochure on rights and responsibilities - Eng.	2	1+
Trifold brochure on rights and reponsibilities - Foreign	4	0
Adult Learner Handbook	1	2+
TARGET Strategy	1	+
Adult Educator Handbook	1	+
Procedural Guide - Functional Needs Interview	2	4
Procedural Guide - Matrix of Accommodation Strategies	1	1
Compendium of Material and Resources	1	2
Work with Learners:	**Yes**	**No**
• selecting an accommodation?	2	2
• requesting an accommodation on the GED?	1 NA	3
• other accommodations-related activities?	3	1

If "yes" Explain:

• Have an interpreter in a class working with one hard-of-hearing and one deaf student. Created an independent program for a learner with special needs. • For no functional vision learner: 1) Acclimation to new classroom, teacher, and other learners. 2) Use of tape recorder in the classroom.

New Implementation:

• 1NA • Accommodations check list for teacher and student's file *or* summary of interview and list of accommodations that might work. • Yes, in the independent program I created, an odor-free, distraction-free environment for a sensitive learner was needed and provided. (study carrel, media center with good ventilation.) • I have not had to incorporate accommodations this month; two learners received credit and left class. One learner has not been to class in several weeks.

General Observations:

• 1NA • Interview: The questions "How do you . . . " seem to throw students. When asked "How do you read?" for example, they need lots of clarification. I asked: What do you read, when - what kind of material?" I also ask: "Do you read one world at a time? Several words?" • 11/5/97: Special Needs team is working on a self-advocacy program - possible 4-6 wk class 2x's a week to be led by Li Nordell and one other person. We will use KU materials.

State: Mississippi
Program: Jackson Public Schools - AE
Instructors: 5

Item Used	**# Instr.**	**# Times**
Trifold brochure on rights and responsibilities - Eng.	1	4
Trifold brochure on rights and reponsibilities - Foreign	5	0

Adult Learner Handbook	5	0
TARGET Strategy	5	0
Adult Educator Handbook	1	4
Procedural Guide - Functional Needs Interview	1	1
Procedural Guide - Matrix of Accommodation Strategies	1	1
Compendium of Material and Resources	1	3

Work with Learners:	**Yes**	**No**
• selecting an accommodation?		3 (2 NA)
• requesting an accommodation on the GED?		3 (2 NA)
• other accommodations-related activities?	3	2

If "yes" Explain:

• I assisted a student with talking to GED examiner about completing her GED under special accommodation. • Helped client at Goodwill to receive an exemption from having to complete an algebra course at a local college due to her learning disability. • Wheelchair accessibility.

New Implementation:

• 3 No • 1 NA • Plan to develop and use a Functional Needs Interview, and to create an accommodation list/plan for those students who demonstrate needs. Plan to share TARGET Sategy with Goodwill staff to assist them in their life skill classes and integration of Self-Advocacy Strategy into instruction.

General Observations:

• 4 NA • 10/27/97 TARGET: Many of the lessons in this section could be used to help the teens in AE learn to be their own self-advocates. • 10/97 Compendium: Catalogs are being requested from sources identified in the Compendium.

State: New Mexico
Program: Catholic Social Services
Instructors: 1

Item Used	**# Instr.**	**# Times**
None	1	0

Work with Learners:	**Yes**	**No**
• selecting an accommodation?		1 NA
• requesting an accommodation on the GED?		1 NA
• other accommodations-related activities?	1	0

If "Yes" Explain:

Having people with poor eye-sight moving to the front of the class.

New Implementation:

• I want to add to our registration forms a section on disabilities. I also want to do an inservice for staff on these materials. Tomorrow I'll attend a conference for ABE and will attend a workshop on disabilities.

General Observations:

• 10/22/97 Procedural Guidelines (p.16): below the bold words, "Let's Begin." are the words "Read the questions on the interview protocol." Where are these questions? I'm confused. I gave notebooks to 2 other teachers. I will try to get feedback from them, as well.

State: Pennsylvania
Program: ARIN IU #28
Instructors: 2

Item Used	# Instr.	# Times
Trifold brochure on rights and responsibilities - Eng.	2	6
Trifold brochure on rights and reponsibilities - Foreign	2	0
Adult Learner Handbook	1	3
TARGET Strategy	2	0
Adult Educator Handbook	2	0
Procedural Guide - Functional Needs Interview	1	7
Procedural Guide - Matrix of Accommodation Strategies	2	4
Compendium of Material and Resources	1	1

Work with Learners:	Yes	No
• selecting an accommodation?	2	0
• requesting an accommodation on the GED?		1 (1 NA)
• other accommodations-related activities?	1	(1 NA)

If "yes" Explain:

• Math-centered accommodations were incorporated into the programs of 2 students I have been working with. • One of my students uses a walker to move about -- I rearranged our classroom set-up so the tables and chairs permitted him to be able to move around easier, in and out, and so he could access our computer area. I discovered the back door of our building (not used by us) had been locked and we requested it be kept unlocked; that is where the handicap accessible entrance without steps is located; the handicap parking area (marked by a sign) is by the door. I also discussed his choice of seating in the classroom with him to accommodate for his strengths and abilities -- near the door and computers, away from possible distracting noises.

New Implementation:

• 1 NA • Not yet -- I would like to try and incorporate the Functional Interview into my classroom orientation -- at least the first page. Then I'd like to use your accommodation lists and strategies along with my other materials when I go over student test scores and learning style strength.

General Observations:

• Students continue to be amazed with the fact that such a specific and focused procedure is being utilized to help them to learn, as this was not their experience in the public school, for the most part. Internally, the month of October was unsettling for our program (specific issues are irrelevant). It seems I have many good brainstorms relative to use of materials, but internal difficulties and *time* factors have proven to be roadblocks for my implementation. There is a great deal more I feel I could and want to be doing with these materials. I'm trying to conceptualize a way in which I can make colleagues more aware of the content of these materials. (Awareness breeds placing value upon.) They must be integrated into our program given our student population. • Functional Needs Interview: It takes a long time to administer, especially if the student is very verbal, but it is very helpful. I'd like to be able to use the first page in my initial contacts with all my students, maybe make it part of the initial paperwork done by the student alone; then I could follow-up in detail with the specific pages for them as I went over their test scores and learning style and set up their class activities. I did a lot of these interviews throughout this month. I can see how much time it takes to work through this. I wonder if I have tried to do it with too many students at first to be able to get a good feel of the whole process since we got a late start on your study's time frame. I expect to continue using this throughout the year and become more familiar with all the parts to better benefit from them. I assume it's okay to continue using these materials after our part in the study is done. It will take into November to get in-depth on the whole process. Accommodations: since I had already started some of my students on their classroom activities when I began doing the Functional Interviews and selecting accommodations, we were already in the middle • of your process. Your accommodations either helped confirm the activities we were already working with, or enabled us to add new ones.

Accommodations Notebook Disemmination

Staff Development Sessions by Project Staff 328 copies
4/11- CEC Presentation- **15**
4/27- COABE Symposium- **38**
7/9 - KS Adult Ed. Summer Institute – **30**
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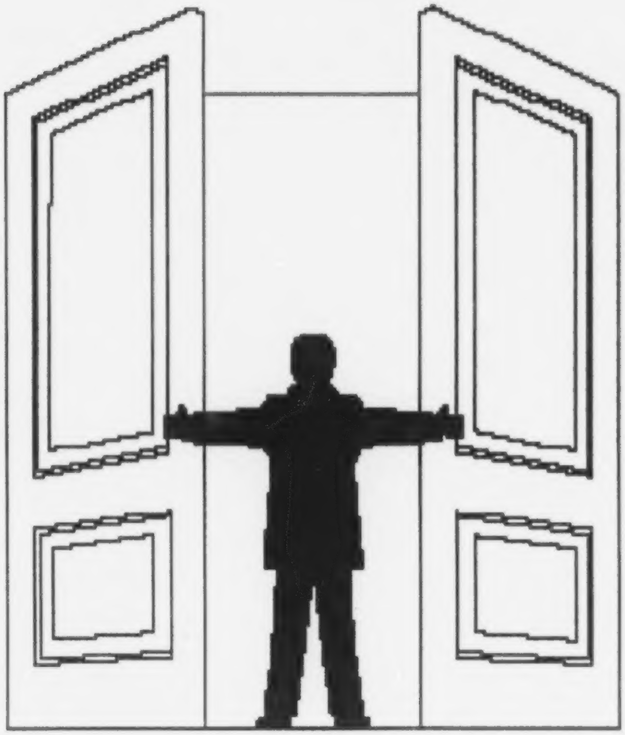
TOTAL = 560 (as of 9/14/98)

ACCOMMODATIONS

Accommodating Adults with Disabilities in Adult Education Programs



University of Kansas
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This Notebook, "Accommodating Adults with Disabilities in Adult Education Programs" was, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

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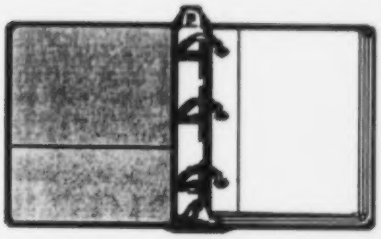

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Acknowledgements

The project staff offers our sincere thanks to the state directors of adult education, project consultants, participants in our first symposium, and Resource Team members (Jim Budde, Gary Clark, Don Deshler, Winnie Dunn, Pat Eakes, Dianne Glass, Rosemary Lischka, Ray Petty, Jan Sellen) who provided feedback on the contents of this notebook. We also thank the instructors from the six centers of the Kansas City Kansas Community College Adult Studies Advancement Program who pilot-tested these materials. Staff at the following adult education centers participated in our national field test and provided valuable feedback on the content, format and usefulness of the materials:

- Gary Tang Adult Education Center, Glendale, AZ
- Baldwin Park Adult & Continuing Education, Baldwin Park, CA
- Adult Education Center, Clarkston, GA
- Covington Adult Learning Center, Covington, KY
- Mulberry Helm. Elizabethtown, KY
- Ronald Hubbs Center for Lifelong Learning, St. Paul, MN
- Gladstone Community Education, Maplewood, MN
- Jackson Public School District, Adult/Community Education, Jackson, MS
- Catholic Social Services Family Education Department, Albuquerque, NM
- ARIN Intermediate Unit 28, Shelocta, PA

Dr. Sean Sweeney, our NIDRR project officer, was always available to answer questions and provide suggestions on project activities. In addition, other individuals, whose names do not appear elsewhere, were instrumental in the success of this project, including: Alicia Bartol, Keri Bodensteiner, Amy Keefe, Bill Langner, Ruth Leibowitz, Amy Luebbers, Belinda Schuman, Julie Tollefson, Candie White and Beth Zupancic. We would especially like to acknowledge Noelle Kurth for her work on the design and layout of the Notebook materials.

Research associates included Janis Bulgren, Mary Pat Gilbert, Betty Horton, Kathy Parker and Cheryl Polson. Warren White and Daryl Mellard were co-principal investigators.

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This project, "Research and Demonstration of a Model for Successfully Accommodating Adults with Disabilities in Adult Education Programs," was a collaborative effort among faculty and staff at the University of Kansas and Kansas State University. The project was 100% funded by the National Institute on Disability and Rehabilitation Research from September 1, 1995 to August 31, 1998 at $175,000 each year.

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Overview

Accommodating Adults with Disabilities in Adult Education Programs

Notebook Overview

University of Kansas
Institute for Adult Studies

This Overview is a component of the "Accommodating Adults with Disabilities in Adult Education Programs" Notebook, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

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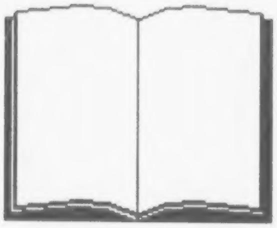

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BEST COPY AVAILABLE

Annotated List of Notebook Materials

Product: ***Adult Educator Handbook of Rights and Responsibilities (AE Handbook)***

Audience: Administrators, instructors, trainers and other related personnel

Use: To get information about legal definitions, suggested practices, and responsibilities of programs

Summary of Content: Main text provides legal definitions of disability and accommodation and related concepts; explanations of program and learner rights and responsibilities; and a review of pertinent legislation as well as suggested practices, and resources.

Pull-out information includes a quick reference chart of questions and answers about legal issues, guidelines in determining program qualifications, a sample code of conduct, and communication and facility accessibility checklists.

Product: ***Handbook of Rights and Responsibilities of an Adult Learner with a Disability (Learner Handbook)***

Audience: Adult learners with disabilities who have reading skills at or above 6th grade level

Use: A handout for students to find out their legal rights and responsibilities in requesting and obtaining an accommodation

Summary of Content: Definitions of what a disability and an accommodation are and pertinent legal information

Other Information: This handbook is also available in Russian and Spanish translations as well as alternate formats such as large print and audio tape. In addition, a simpler trifold brochure with similar information is available in English, foreign language (Russian, Spanish, Hmong, Vietnamese and Somali) and alternate formats, such as audiotape and braille. The trifold is designed for persons with low reading skills (< 6th grade).

The handbook and trifold can be distributed as handouts to all students, or as a review guide for one-on-one discussions with students. The instructor will have to exercise some judgment as to the reading and comprehension level of the learner in question.

Product: ***Adult Educator's Procedural Guide to Accommodating Learners with Disabilities (Procedural Guide)***

Audience: Instructors and other direct service staff

Use: To provide a step-by-step process for confirming a disability, determining functional needs, and selecting, using and monitoring accommodations.

Summary of Content: Contains five components with specific steps to guide practice, from confirming a disability to selecting and monitoring use of an accommodation. Also includes: instructor tips; sample forms and overhead masters; interview protocols and handouts for adult learners; and matrices of possible accommodations.

Product: ***TARGET Self-Advocacy Strategy (TARGET)***

Audience: Adult educators

Use: To teach self-advocacy skills useful in various settings to adult learners with disabilities. Can be taught in one-on-one or group format, and as a series of structured lessons or independent activities.

Summary of Content: A curriculum that includes an Instructor's Manual and Cue Cards for learning and using the strategy.

Other information: Adult educators may also find parts of this strategy helpful for students without disabilities

Product: ***Compendium of Materials and Resources (Compendium)***

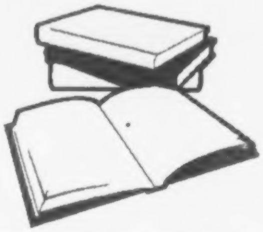
Audience: Adult education administrators, instructors, and volunteers

Use: To obtain additional information about specific accommodations, products, legal issues, funding, or disabilities.

Information

Summary of Content: Accommodation descriptions by functional need; information on assistive technology; a listing of catalogues; materials and resources on legal issues, accommodations, products, alternative funding, and specific disabilities.

What's Where: Quick Reference Chart for Notebook Materials



What do you need ?	Where to find it
• Legal information for programs	Adult Educator Handbook of Rights and Responsibilities
• Legal information for enrollees	A Handbook of Rights and Responsibilities of an Adult Learner with a Disability and Trifold brochure
• Checklist for facility accessibility	Adult Educator Handbook of Rights and Responsibilities
• Sample ADA/504 Public Notice	Adult Educator Handbook of Rights and Responsibilities
• Strategy for teaching self-advocacy skills	Self-Advocacy Strategy: TARGET
• Step-by-step guide to providing accommodations	Adult Educator's Procedural Guide to Accommodating Learners with Disabilities
• Information about specific disabilities	Procedural Guide, Functional Needs Assessment Component
• Detailed information on assistive technology and/or specific accommodations	Compendium of Materials and Resources
• List of catalogues	Compendium of Materials and Resources
• Additional resources on: legal concerns types of accommodations specific products alternative funding specific disabilities	Compendium of Materials and Resources

Technical Assistance for Notebook Materials

If you have questions about implementing the notebook materials at your program that cannot be answered by reading the Implementation Guide, you may contact project staff at:

Accommodations Project
Institute for Adult Studies
3061 Dole Center
University of Kansas
Lawrence, KS 66045

phone: (785) 864-4780
fax: (785) 864-5728

internet: www.ku-crl.org

In addition, project staff are available to provide on-site professional development on the notebook materials. An initial five hour introductory session is conducted, with a follow-up visit three to four weeks later for specific implementation assistance. Call the number listed above for more information.

Implementation

Accommodating Adults with Disabilities in Adult Education Programs

Implementation Guide

University of Kansas
Institute for Adult Studies

This Guide is a component of the "Accommodating Adults with Disabilities in Adult Education Programs" Notebook, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

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Implementation of the Notebook Materials

The first part of this section provides adult education staff with practical steps on how to effectively implement the materials in this notebook. We have included two pages of Implementation Steps—the first of which contains some suggested general steps for all programs and the second of which has been left blank for each program to fill in as appropriate. In order for these materials to have an impact, they must be adapted uniquely to each program that uses them. Thus, your program may have a completely different list of implementation steps than another's. However, for *any* program to use these materials successfully, *everyone* at the program must be willing make an ongoing commitment of both time and effort.

The second part of this section includes filled-in copies of the various forms included in the notebook materials and duplication packet. Filled-in examples of these forms are provided to illustrate what a completed version might look like.

The **communications accessibility checklists** include examples of resources that might be available to assist in providing alternate formats of program materials

The **facility accessibility checklists** document some of the typical inaccessible features in older buildings and indicate changes that can be made

The various **forms from the Procedural Guide** (consent form, functional needs interview accommodation selection record) are provided as general examples, and document the passage of two imaginary adult learners with disabilities through a course of study at an adult education center. These two learners are discussed on the following page.

◊ **Tyrone** is a nineteen year old high school dropout who lives with his parents and is attending adult education classes to get his GED. He is very frustrated with "the system" and feels like he has fallen through the cracks. In his class work at the adult ed. center, he seems to have an especially difficult time with math.

◊ **Linda** is a thirty-four year old single mother of two. She is currently working at a minimum-wage job. She has a history of substance abuse and is diabetic. Linda wants to get her GED, to enable her to get a better job and more successfully advocate for her son at school.

These fictional learners are based on real adult learners at sites where the notebook materials were field tested. The accommodations discussed are the actual ones used, and were effective in helping the learners to succeed in their studies. References are made to various parts of the notebook text throughout the filled-in forms, so that the reader may ascertain the basis for a given action or approach.

Sample Program Implementation Steps

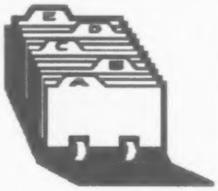
Task	Person(s) Responsible	Target Completion Date	Resources
1. Read through notebook materials	All staff		
2. Post 504/ADA Notice	Administrator		sample notice in AE Handbook
3. Conduct facility and communications accessibility surveys	Administrator		accessibility checklists in AE Handbook
4. Modify enrollment procedures to include questions about disability	Administration and instructors		Procedural Guide
5. Establish program qualifications (who is a "qualified individual")	Administration and instructors		AE Handbook
6. Change orientation materials to include information on rights and responsibilities	Instructors		Adult Learner's Handbook of Rights & Responsibilities; Trifold
7. Utilize Functional Needs Interview and/or Questionnaire	Instructors	as needed	Procedural Guide
8. Become knowledgeable about other agencies in your area that can assist with accommodations, evaluations, etc.		on-going	Compendium, local phone book, United Way, etc.
9. Provide in-service for existing staff; include training on accommodations in orientation for new staff		on-going	Notebook materials
10. Duplicate forms (interview, accommodation selection, etc.) for program use		as needed	Duplication packet
11. Establish procedure and/or create forms for recording disability/accommodation information			Procedural Guide
12. Provide opportunities for staff to share new information,ideas, or success stories about accommodations		on-going	

Program-Specific Implementation Steps

Task	Person(s) Responsible	Target Completion Date	Resources
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

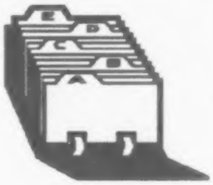
Sample Communications Checklists

Visual Communications (page 1 of 2)

Auxiliary aid or service	Currently Available ✓	Provider Information 
large print	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
Braille	Yes ☐ No ☒	Provider: Audio-Reader Address :3001 Sharp Blvd. Phone #: 333-0000 Processing time: 2 weeks
audio tape	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
readers	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
computer diskette	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
verbal descriptions	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:

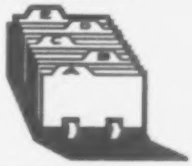
Sample Communications Checklists

Visual Communications (page 2 of 2)

Auxiliary aid or service	**Currently Available** ✓	**Provider Information** 
computer adaptations (e.g., enlarged text, voice synthesizer)	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
pictorial signage	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
others (list)	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:

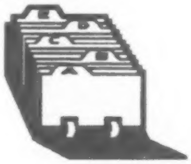
Sample Communications Checklists

Aural/Oral Communications (page 1 of 2)

Auxiliary aid or service	Currently Available ✓	Provider Information 
sign language interpreters	Yes ☐ No ☒	Provider: ASL Services, Inc. Address :1001 Commerce Dr. Phone #: 323-4545 Processing time: 24 hr. notice
notetakers	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
written materials	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
TDD (Telecommunications Device for the Deaf)	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
telephone amplification	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
paper and pen	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
caption decoder	Yes ☐ No ☒	Provider: University Audio-Visual Address :2001 Campus Ave. Phone #: 555-4444 Processing time: 2 weeks

Sample Communications Checklists

Aural/Oral Communications (page 2 of 2)

Auxiliary aid or service 	Currently Available ✓	Provider Information 
real time captioning	Yes ☐ No ☒	Provider: State University Address :1000 Campus Lane Phone #: 212-2121 Processing time: 1 week notice
assistive listening devices	Yes ☐ No ☒	Provider: Johnsonville Public Lib. Address : 222 North Lane Phone #: 555-6666 Processing time: 48 hr. notice
word processors	Yes ☒ No ☐	Provider: Address : Phone #: Processing time:
others (list)	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:

Sample Accessibility Checklists (page 1 of 6)

Questions	Yes	No	Possible Solutions
Accessible Approach/Parking/Entrance Once they arrive at a program, people with disabilities should be able to approach the building and enter is as freely as anyone else. At least one route of travel to the entrance of the facility should be accessible to everyone, including people with disabilities.			
Route of Travel (ADAAG 4.3, 4.4, 4.5,4.7) Is a route of travel available that does not require the use of stairs?	☒	☐	☐ Add a ramp if the route of travel is interrupted by stairs ☐ Add an alternative route on level ground
Is the route of travel stable, firm and slip-resistant?	☒	☐	☐ Repair uneven pavement ☐ Fill small bumps and breaks wit ☐ Replace gravel with hard top
Is the route at least 36 inches wide?	☒	☐	☐ Change or move landscaping, furnishings, or other features that narrow the route of travel ☐ Widen the route
Do curbs on the route have curb cuts? NA	☐	☐	☐ Install curb cuts ☐ Add small ramps at curbs
Ramps (ADAAG 4.8) Are the slopes of the ramps no greater than 1:12? NA (Slope is the ratio of height to length: 1:12 means that for every one inch of height the ramp rises, there is at least twelve inches of length along it. Thus, the minimum length for a ramp on a three inch curb would be 36".)	☐	☐	☐ Lengthen the ramp to decrease slope ☐ Reconfigure the ramp to include switchbacks
Do all ramps longer than 6 feet have handrails on both sides?	☐	☐	☐ Relocate the ramp
Are handrails sturdy, and between 30 and 38 inches high?	☐	☐	☐ Add handrails ☐ Adjust height of rails ☐ Secure rails tightly
Is the clear width of the ramp at least 36 inches?	☐	☐	☐ Widen the ramp
Is the surface of the ramp slip-resistant?	☐	☐	☐ Add non-slip surfacing

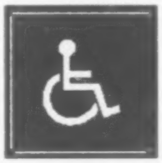
Sample Accessibility Checklists (page 2 of 6)

Questions	Possible Solutions
Parking (ADAAG 4.6) Total number of parking spaces 40. Current number of accessible spaces 2. Required number of accessible spaces (see below) 2.	☐ Reconfigure spaces to create ___ accessible spaces 8' wide with a 5' access aisle. Two spaces may share one aisle ☐ Reconfigure to provide ___ 16' wide van-accessible spaces *Universal parking option: Provide accessible spaces 11' wide with a 5' access aisle. This type of space can accommodate either a car or a van.*

ADAAG requirements (4.6):

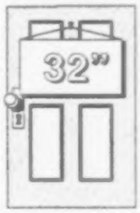
Total parking in lot	Minimum No. of accessible spaces	Van accessible spaces
1-25	1	1
26-50	2	1
51-75	3	1
76-100	4	1
101-150	5	1
151-200	6	1
201-300	7	1
301-400	8	1
401-500	9	1
501-1000	2% of total	1-2
1000+	20+1 for each 100 over 1000	2+

(At least 1 in every 8 accessible spaces must be van accessible)

Questions	Yes	No	Possible Solutions
Are spaces marked with the international symbol of accessibility (see below)? Are there signs reading "Van Accessible" at van spaces? 	☒	☐	☐ Install appropriate upright signs that are not obscured by a vehicle parked in the space ☐ Move existing signs so that they are not obscured by a vehicle parked in the space
Are the access aisles part of the accessible route to the accessible entrance?	☒	☐	☐ Add curb cuts or ramps as needed
Are the accessible spaces closest to the accessible entrance, and is a procedure in place to enforce use of accessible spaces only by those displaying a placard or other identification?	☒	☐	☐ Relocate accessible spaces ☐ Implement an enforcement policy
Entrance (ADAAG 4.14) If there are stairs at the main entrance, NA is a ramp or lift also available, or is an alternative accessible entrance available? *Do not use a service entrance as the accessible entrance unless there is no other option.*	☐	☐	☐ If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance
Do all inaccessible entrances have a sign indicating the location of the nearest accessible entrance?	☒	☐	☐ Install signs before the inaccessible entrance so that people do not have to retrace the approach

Adapted from Adaptive Environments (1992)

Sample Accessibility Checklists (page 3 of 6)

Questions	Yes	No	Possible Solutions
Entrance (continued)	**Yes**	**No**	
Are doormats 1/2" high or less, and securely installed to prevent tripping?	[ ]	[X]	[ ] Replace or remove mats [X] Secure mats at edges
			
Doors (ADAAG 4.13)	**Yes**	**No**	
Does the entrance door have at least 32 inches of clear opening (for a double door, at least one 32-inch leaf)?	[X]	[ ]	[ ] Widen the door [ ] Install off-set (swing-clear) hinges
Is at least 18 inches of clear wall space available on the pull side of the door, next to the handle? *A person using a wheelchair or crutches needs this space to get close enough to the door to open it.*	[X]	[ ]	[ ] Remove or relocate furnishings or other obstructions [ ] Move door
Is the threshold level less than 1/4" high or beveled, up to 1/2" high?	[ ]	[X]	[X] If the threshold is 3/4" or higher, remove it; otherwise, add a bevel (arrange with maintenance dept.)
Is the door handle no higher than 48 inches and operable with a closed fist (the door should be openable by someone with limited upper body strength and/or hand control)?	[X]	[ ]	[ ] Replace inaccessible knob with a lever handle [ ] Retrofit existing knob with an add-on lever extension
Access to Programs/Services Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance. All inside doors should conform to the requirements listed under "doors" in the previous section.			
Movement within the building (ADAAG 4.3)	**Yes**	**No**	
Is the route of travel to all public spaces at least 36 inches wide?	[X]	[ ]	[ ] Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room
Is a 5 foot circle or T-shaped space available along the route of travel for a person using a wheelchair to reverse direction?	[X]	[ ]	[ ] Rearrange furnishings, displays, and/or equipment

Adapted from Adaptive Environments (1992)

Sample Accessibility Checklists (page 4 of 6)

Questions	Yes	No	Possible Solutions
Rooms & Spaces (ADAAG 4.2, 4.4, 4.5,4.30)	Yes	No	
Are all aisles and pathways to materials and services at least 36 inches wide?	[X]	[ ]	[ ] Rearrange furnishings and fixtures to clear aisles
Is carpeting low-pile, tightly woven, and securely attached along edges?	[X]	[ ]	[ ] Secure edges of carpet on all sides [ ] Replace carpeting
In routes through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches from the wall)?	[X]	[ ]	[ ] Remove obstacles [ ] Install furnishings, planters, or other cane-detectable barriers below obstacles
Do signs designating restrooms, exit doors, and room numbers comply with the appropriate standards for tactile signage?	[X]	[ ]	[ ] Letters and numerals should be raised 1/32 of an inch, upper case, sans serif, accompanied with Grade 2 Braille
Seats, Tables & Counters (ADAAG 4.2, 4.32)	Yes	No	
Are the tops of tables or counters between 28 and 34 inches high?	[X]	[ ]	[ ] Adjust surface level
Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?	[X]	[ ]	[ ] Replace or adjust tables
Elevators (ADAAG 4.10)	Yes	No	
Are both visible and audible door opening/closing and floor indicators in place?	[ ]	[X]	[ ] Install visible and/or audible signals
Are the call buttons in the hallway no higher than 42 inches?	[X]	[ ]	[ ] Lower call buttons [ ] Provide a permanently attached reach stick
Do the controls outside and inside the cab have raised and Braille lettering?	[X]	[ ]	[ ] Install raised lettering and/or Braille next to buttons
Is a sign in place on the jamb at each floor identifying the floor in raised and Braille letters?	[X]	[ ]	[ ] Install tactile signs to identify floor numbers, at a height of 60 inches from the floor.
If an emergency intercom is provided, is it usable without voice communication?	[X]	[ ]	[ ] Modify communication system
Is the emergency intercom identified by Braille and raised lettering?	[X]	[ ]	[ ] Add tactile identification

Adapted from Adaptive Environments (1992)

Sample Accessibility Checklists (page 5 of 6)

Questions	Yes	No	Possible Solutions
Rest Rooms When restrooms are open to the public, they should be accessible to people with disabilities. Doors to accessible restrooms should meet the requirements listed under "Doors," above, including having tactile signage.			
Lavatories (ADAAG 4.19, 4.27) Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?	☒	☐	☐ Replace or alter existing lavatory
Is the lavatory rim no higher than 34 inches?	☒	☐	☐ Adjust or replace lavatory
Can the faucet be operated with one closed fist?	☒	☐	☐ Replace faucet handles with paddle type
Are hot water lines and drains wrapped?	☐	☒	☒ Wrap pipes with insulating material (completed by maintenance dept. 1/19/98)
Is the mirror mounted with the bottom edge of the reflecting surface no more than 40" above the floor?	☒	☐	☐ Lower the existing mirror or add another
Are soap, towel and other dispensers, and hand dryers, 48" or lower for a front approach, or 54" or lower for a side approach?	☒	☐	☐ Lower existing dispensers ☐ Provide additional, accessible dispensers
Stalls (ADAAG 4.16, 4.17) Is a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, available OR is a stall available that is less accessible but that provides greater access than a typical stall (either 36"X 69" or 48"X 69")?	☒	☐	☐ Move partitions ☐ Reverse the door swing
In the accessible stall, are grab bars in place behind and on the side wall nearest to the toilet, 33-36" above the floor?	☒	☐	☐ Add or adjust grab bars
Is the toilet seat 17 to 19 inches high?	☒	☐	☐ Add a raised seat
Is the toilet paper height 19 inches to the center of the roll?	☒	☐	☐ Move toilet paper dispenser

Sample Accessibility Checklists (page 6 of 6)

Questions	Yes	No	Possible Solutions
Additional Access When amenities such as drinking fountains or public telephones are provided to the general public, they should also be accessible to people with disabilities.			
Drinking Fountains (ADAAG 4.15) Is at least one fountain available with clear floor space of at least 30 by 48 inches in front?	[X]	[ ]	[ ] Rearrange furniture to create more floor space
Does that fountain have its spout no higher than 36" above the ground?	[X]	[ ]	[ ] Provide cup dispensers for fountains with spouts that are too high [ ] Provide accessible water cooler
Are controls mounted on the front or near the front edge, and operable with one closed fist?	[X]	[ ]	[ ] Replace controls
Telephones (ADAAG 4.31) If pay or public phones are provided, is clear floor space of at least 30 by 48 inches available in front of at least one?	[X]	[ ]	[ ] Move furnishings [ ] Replace booth with open station
Is the highest operable part of the phone no higher than 48 inches (54 inches if a side approach is possible)?	[X]	[ ]	[ ] Lower telephone
Is the phone hearing-aid compatible?	[ ]	[X]	[X] Contact phone company to replace with hearing-aid compatible phone
Does the phone have volume control? 	[ ]	[X]	[X] Contact the phone company to add volume control
Emergency Egress (ADAAG 4.28) Do all alarms have both flashing lights and audible signals?	[X]	[ ]	[ ] Install visible and audible alarms

Adapted from Adaptive Environments (1992)

Sample Consent Form

Central Adult Education Center

Consent to Release Records

Linda — Adult Learner
8/31/63 — Birth Date
123-45-6789 — Social Security Number

I hereby give my permission for the Adult Learning Center to release or obtain information or records that pertain to my course of study and/or to accommodations or equipment that may be useful for me.

The following records or information may be gathered:

Records:	**Source:**
documents pertaining to	Smithville Rehabilitation Center
memory and concentration problems	123 Jones Road
	Anytown, CA
information about Linda's medical	Dr. Phillip Physician
condition that can be used to	4567 Johnson Drive
support her success in the classroom	Somewhere, IN

I understand that I may discontinue this agreement at any time by simply informing the Adult Learning Center that they no longer have my permission to disclose or obtain information about me.

Expiration date* (specify if desired): ____________

Comments:

We are particularly interested in ways that we can assist Linda to be successful in her adult education program

Signed: Linda
(If under 18, parent or guardian should sign)

Date: 2/4/98

* This release form expires one year from date of signing, unless otherwise specified

Sample Functional Needs Interview

Functional Needs Interview — Interviewer Protocol

Learner Name: Linda Date: 2-10-98

Interviewer: Tom Teacher

1. Which of the following areas do we need to work on to help you meet your goals? Please tell me all that apply to you.

______ Reading (pages 2,3)
______ Seeing things around the room (pages 2,3,)
______ Writing/Spelling (page 4)
______ Doing math (page 5)
______ Paying attention (page 6)
__X__ Staying on track (page 6)
______ Getting used to changes in the classroom (page 6)
__X__ Remembering (page 6)
______ Getting frustrated (page 7)
______ Hearing the teacher (page 8)
______ Talking with the teacher and others (page 9)
______ Getting my ideas across to the teachers and others (page 9)
______ Getting into or around in the classroom (page 10)
__X__ Sitting still or in one place for very long (page 11)

2. Are there any other areas in which you think you need help?
No

Let's put all of these areas in order of importance, most important being first:
1) Staying on track 2) Sitting for long 3) Remembering

3. Did you have problems in these areas when you were in school?
No

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor?

I don't think so

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated? Insulin

REMEMBERING, PAYING ATTENTION, GETTING STARTED, STAYING ON TRACK, STAYING ORGANIZED, GETTING USED TO CHANGES IN THE CLASSROOM

Which of the following are true? Check all that apply.

____ I have a hard time remembering directions that the teacher has just given me.

____ I have a hard time remembering what I have just read.

_X_ I have a hard time remembering how to use what I just learned when I am supposed to apply it (like working on a math problem or writing a paragraph).

____ I have a hard time keeping my place when I read or write.

____ I always seem to have trouble figuring out where to put things on the desk/table so that I can do the work I am supposed to do.

____ It is hard for me to follow along from one task to the next, like finishing one math problem and moving on to the next.

____ It takes me longer than everybody else to switch from one subject to another, like from reading to math or writing to social studies.

____ I have a hard time concentrating when new people come into the room.

____ I have a hard time concentrating when we change the day's schedule and things are different from how I expected them to be.

____ I start to daydream even when I am trying very hard to pay attention.

Do you have a problem keeping things straight when somebody gives you directions to get somewhere? If yes, how do you solve this problem?

Yes. Write it down

Do you have a problem making sure that you don't lose your keys? If yes, how do you solve this problem? not a problem

Do you have a problem keeping track of your bills and important papers at home? If yes, how do you solve this problem? keep them all in one place

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

Write directions down or make a schedule

Were there things that you tried that didn't work or didn't work well? If yes, what were these things? No

Is there anything else about how you organize that you would like us to know?

"I need someone to remind me what I am supposed to do"

SITTING FOR LONG PERIODS

I have trouble sitting for long periods because...Tell me all that apply to you.

_X_ I get very tired.
____ It hurts me or is uncomfortable for me.
____ I get "antsy"-- I need to move around.
____ I need to change position to keep a sore from starting or getting worse.
____ I need to take a break to smoke a cigarette or to clear my head.

I can stay still for ______ minutes/hours when I am doing school work. After that I need to get up because: "Sometimes I need to check my blood sugar or have a snack"

Is there anything that you do or know about that might help you in this work area? If so, what it is it? take breaks

Were there things that you tried that didn't work or worked only a little? What were these things? No

Is there anything else about sitting in one place that you would like us to know?
Don't think so

Sample Accommodation Selection Record

Learner Linda

Date 2-17-98

Accommodation Selection Record

This form is completed by the learner and instructor. The information serves as a written record for the learner's future reference. Such documentation may be important for other occasions on which the learner may need assistance in obtaining accommodations (e.g., testing, educational, or employment settings).

Learner Goal Statements

Get my GED, earn a better salary, stick up for my kids,

control my diabetes better

Personal Strengths

Not afraid to ask for help

Resources Available and Needed

can call sponsor for support

Characteristics for Selecting Accommodations

Ease of use

Accommodation Options

Provide written instructions; provide calendar/checklist of assignments;

allow breaks; review progress weekly

Accommodation(s) Selected

All of the above

Accommodation Usage

(Notes about learning the accommodation)

Accommodation Monitoring

Date	Observations
2-20-98	monthly calendar too intimidating-switched to weekly
3-10-98	weekly calendar working well
3-17-98	Linda appreciates weekly acknowledgment of progress
4-29-98	completed paperwork to request breaks during GED exam(see completed form on following pages)

Accommodation Outcomes

X Did the accommodation improve access or performance?

X Will the accommodation be useful in other community and employment settings? How?
Linda now keeps a weekly calendar and a daily "to do" list.

Program Notes

Linda feels better able to ask for her needs to be met.

She also appreciated being able to store snacks and insulin in the staff refrigerator.

REQUEST FOR SPECIAL ACCOMMODATION IN GED TEST ADMINISTRATION FOR CANDIDATES WITH PHYSICAL OR EMOTIONAL DISABILITIES

To: GED Administrator

EXAMINER

CENTER ID NUMBER XXXXXXXXXX	CHIEF EXAMINER Tom Teacher	DATE 4-26-98
CENTER NAME Central Adult Learning Center		
ADDRESS 333 South Ave.		
CITY Sometown	STATE/PROVINCE/TERRITORY IN	ZIP/POSTAL CODE 99999
TELEPHONE NUMBER (000) 555-1222	FAX NUMBER (000) 555-1223	PROPOSED TESTING DATE 6-15-98

GED CANDIDATE

CANDIDATE NAME Linda Gonzalez	SOCIAL SECURITY/SOCIAL INSURANCE NUMBER 123-45-6789	
ADDRESS 800 14th Street		
CITY Sometown	STATE/PROVINCE/TERRITORY IN	ZIP/POSTAL CODE 99999
TELEPHONE NUMBER (000) 555-3555	DATE OF BIRTH 8-31-63	

I grant permission for the release of my medical or psychological records to verify this accommodations request.

Linda Gonzalez — CANDIDATE'S SIGNATURE

GUARDIAN'S SIGNATURE (IF APPLICABLE)

4/26/98 — DATE

CERTIFYING PROFESSIONAL

I. **Certifying Professional:** I certify that I am licensed to diagnose and treat the disability specified below:

NAME OF CERTIFYING PROFESSIONAL (TYPE OR PRINT) Dr. Phillip Physician	SIGNATURE:	
DATE 4-28-98	TELEPHONE NUMBER (000) 555-4664	FAX NUMBER (000) 555-4665
LICENSE TYPE: General Practitioner	LICENSE NUMBER: XXX-XXX-XX	

II. **Basis for Request:** Define condition(s) that make modification to standard testing procedure necessary and describe the modification(s) that you propose. *Attach any supporting documents.* Continue on back of page if necessary.

A: Condition

VISUAL IMPAIRMENT – DESCRIBE:	HEARING IMPAIRMENT – DESCRIBE:
MOBILITY IMPAIRMENT – DESCRIBE:	DSM IV CODE:
OTHER – DESCRIBE: insulin dependent diabetes	

B: Modification

○ EXTENDED TIME; _______ (specify; i.e., 1.5x, 2x, etc.)	○ LARGE PRINT EDITION	○ PRIVATE ROOM
○ BRAILLE EDITION	○ AUDIOCASSETTE EDITION	○ SCRIBE
○ CALCULATOR/TALKING CALCULATOR	○ PRINTED TEST INSTRUCTIONS	
○ INSTRUCTIONS INTERPRETED FOR DEAF CANDIDATE	● SUPERVISED FREQUENT BREAKS	
○ OTHER; DESCRIBE BELOW:	○ OFF-SITE TESTING; DESCRIBE BELOW:	

GED USE ONLY

IV. Approval by State, Provincial, or Territorial GED Administrator

○ APPROVED ○ NOT APPROVED FOR:	SIGNATURE, GED ADMINISTRATOR	DATE

Form SA-001
Revised 6/97

REQUEST FOR SPECIAL TESTING: CANDIDATES WITH PHYSICAL DISABILITIES

Date: 4-28-98

Regarding: Linda Gonzalez

Linda requires breaks to check her blood glucose levels, administer insulin and/or eat a snack.

CERTIFYING PROFESSIONAL

Sample Consent Form

Highwood Adult Education Center

Consent to Release Records

Tyrone	9/14/78	987-65-4321
Adult Learner	Birth Date	Social Security Number

I hereby give my permission for the Adult Learning Center to release or obtain information or records that pertain to my course of study and/or to accommodations or equipment that may be useful for me.

The following records or information may be gathered:

Records:	**Source:**
documentation from testing;	Eastside High School
information about auxiliary aids	1020 West Street
and services used	Anywhere, IA

I understand that I may discontinue this agreement at any time by simply informing the Adult Learning Center that they no longer have my permission to disclose or obtain information about me.

Expiration date* (specify if desired): ____________

Comments:

We are looking for information to assist us in helping Tyrone with his studies here.

Signed: Tyrone Date: 2/3/98

(If under 18, parent or guardian should sign)

* This release form expires one year from date of signing, unless otherwise specified

Sample Functional Needs Interview

Functional Needs Interview — Interviewer Protocol

Learner Name: Tyrone Date: 1-30-98
Interviewer: Inez Instructor

1. Which of the following areas do we need to work on to help you meet your goals? Please tell me all that apply to you.

____ Reading (pages 2,3)
____ Seeing things around the room (pages 2,3,)
____ Writing/Spelling (page 4)
X Doing math (page 5)
____ Paying attention (page 6)
____ Staying on track (page 6)
____ Getting used to changes in the classroom (page 6)
____ Remembering (page 6)
X Getting frustrated (page 7)
____ Hearing the teacher (page 8)
____ Talking with the teacher and others (page 9)
____ Getting my ideas across to the teachers and others (page 10)
____ Getting into or around in the classroom (page 10)
____ Sitting still or in one place for very long (page 11)

2. Are there any other areas in which you think you need help?
No

Let's put all of these areas in order of importance, most important being first:
1) Math 2) Frustration

3. Did you have problems in these areas when you were in school?
Yes

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor?
I don't know

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated? No

MATH

Which of the following statements is true? Tell me all that apply to you.

__X__ I write or copy numbers down wrong (out of order or backwards).
_____ Word problems don't make sense to me.
_____ I get confused by symbols like "+" and "-".
_____ I feel like I know what to do to solve a problem, but I don't know how to go about it.
_____ I have a problem keeping numbers in the right columns when adding.

Do you have a problem counting money or knowing whether you got the correct change? If yes, how do you solve this problem? No

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?
Need someone to write down problems
Need only a few problems at a time

Were there things that you tried that didn't work or didn't work well? If yes, what were these things? Don't know

Is there any other information about your math that you would like us to know?

FRUSTRATION

Which of the following statements are true? Tell me all that apply to you.

_____ I get angry with my teachers when they can't help me figure something out.
_____ I get angry with my teachers when they expect me to know more than I do.
_____ I get angry with other learners when they make too much noise or get in my way when I am trying to pay attention.
__X__ I get frustrated when I can't learn something and I take it out on the teacher or other learners.
_____ I get angry with myself and give up.

What do you do when you feel yourself beginning to get angry? ____________

leave

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

take a break

Were there things that you tried that didn't work or didn't work well? If yes, what were these things? ____________

pushing too hard to do all the work

Is there anything else that you would like us to know? ____________

Sample Accommodation Selection Record

Learner Tyrone

Date 2-16-98

Accommodation Selection Record

This form is completed by the learner and instructor. The information serves as a written record for the learner's future reference. Such documentation may be important for other occasions on which the learner may need assistance in obtaining accommodations (e.g., testing, educational, or employment settings).

Learner Goal Statements

To learn math

To get my GED

Personal Strengths

Can work hard

Resources Available and Needed

Family members can help

Characteristics for Selecting Accommodations

Approved by GED

Ease of use

Accommodation Options

Have smaller tasks; allow extra time; have pre-written problems; use graph paper; have shortened work intervals with breaks

Accommodation(s) Selected

Smaller tasks; pre-written problems; allow breaks

Accommodation Usage

(Notes about learning the accommodation)

Accommodation Monitoring

Date	Observations
2-20-98	Tyrone able to complete 6 pre-written math problems
3-10-98	can now complete up to 15 problems at one sitting
3-18-98	has advanced to long division
4-29-98	successfully passed the GED practice test in Math

Accommodation Outcomes

X Did the accommodation improve access or performance?

_____ Will the accommodation be useful in other community and employment settings? How? Breaks may be useful

Program Notes

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AE Handbook

Adult Educator Handbook of Rights and Responsibilities

What adult educators need to know about working with adults with disabilities

Written by
Betty Horton
and
Jean Hall

University of Kansas
Institute for Adult Studies

This Handbook is a component of the "Accommodating Adults with Disabilities in Adult Education Programs" Notebook, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

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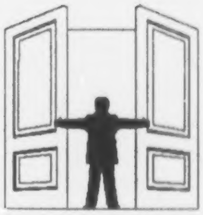
Introduction



This Handbook contains information on legal definitions of disability, legal rights and responsibilities of programs and students, accommodation provision, and supplemental information and checklists for surveying program accessibility. The intended audience for use includes adult education administrators, instructors, and volunteers.

The purpose of the Handbook is to provide practical information on the legal rights and responsibilities of adult education programs and of students with disabilities related to providing and obtaining accommodations. The Handbook contains specific information about disabilities, accommodations, and legal issues. Legal definitions, citations, and explanations are presented in a user-friendly format. Quick-reference lists are provided throughout the text to summarize key points. Samples of a code of conduct, public notice sign, and detailed checklists for determining the accessibility of program communications and facilities are also included. These materials in the Handbook may be used to guide the development of new adult education programs or to evaluate existing ones.

The Handbook was developed in response to requests by adult educators for information on legal issues related to working with adults with disabilities. In developing the Handbook, project staff conducted a thorough literature and legislation review and consulted various experts on disability law. We also incorporated suggestions from our Consumer Panel, Resource Team, consultants, and national and statewide interviews and surveys.

The Handbook text should be used as a reference by adult education staff whenever questions arise concerning legal issues. The supporting materials in the handbook can be used to answer questions and guide practice in the development of self-evaluations, program qualifications, codes of conduct, and public notices. The contents of this product will benefit both educators and learners by answering legal questions and providing step by step procedures for program accessibility.

What is a disability?

The legal definition for "disability" differs in the Individuals with Disabilities Education Act (IDEA), the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA). These differences may be attributed, in part, to the circumstances or aims of the legislation.

Within IDEA, the definition of "children with disabilities" includes school-age children with mental retardation, hearing impairments, visual impairments, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities. The aim of this legislation is to provide "free and appropriate public education" to students who need special education and related services.

The term "individual with a disability" in Section 504 of the Rehabilitation Act of 1973 is aimed at more global societal and employment-related outcomes. However, this law applies only to entities receiving any type of federal funding. In Section 504, an individual with a disability is defined as any person who has a physical or mental impairment which constitutes or results in a substantial impediment to employment and who has a physical or mental impairment which substantially limits one or more of major life activities.

The definitions of disability contained in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) are almost identical. The primary difference between these two pieces of legislation is that the aim of ADA is broader and more far-reaching because it extends non-discrimination and accommodations mandates to private institutions. Under the ADA, a person is considered disabled who (a) has a physical or mental impairment that substantially limits one or more of the major life activities of the individual; (b) has a record of such impairment; or (c) is regarded as having such an impairment (28 CFR §35.104). Adults with disabilities include persons with conditions, diseases, and infections, such as orthopedic, visual, speech, and hearing impairments; epilepsy, muscular dystrophy, multiple sclerosis; cancer; heart disease; diabetes; and infection with the Human Immunodeficiency Virus (HIV). Major life activities include the following:

- ◊ *Caring for oneself*
- ◊ *Performing manual tasks*
- ◊ *Walking*
- ◊ *Seeing*
- ◊ *Hearing*
- ◊ *Speaking*
- ◊ *Breathing*
- ◊ *Learning*
- ◊ *Working*

What are the legal rights of adults with disabilities?

If a person with a disability meets the academic and technical standards requisite to admission or participation in an adult education program, the person must be ensured equal educational opportunity. This includes:

- ◊ *Program accessibility*
- ◊ *Use of auxiliary aids and services*
- ◊ *Academic accommodations*

Several major pieces of legislation apply directly to nondiscrimination and program access for adults with disabilities. Section 504 of the Rehabilitation Act of 1973 guarantees that a person with a disability will not be discriminated against because of that handicap in any program receiving federal funds. For example, Section 504 requires that a recipient [of federal funds] to which this subpart applies shall educate, or shall provide for the education of, each qualified person with a disability in its jurisdiction with persons who are not disabled to the maximum extent appropriate to the needs of the person with a disability. A recipient shall place a person with a disability in the regular environment with the use of supplementary aids and services (34 CFR 104.34)

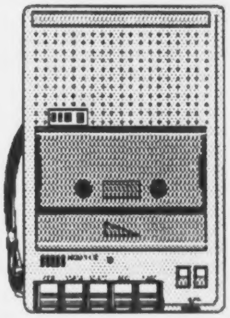
The Americans with Disabilities Act (ADA) expands the scope of Section 504 and addresses the availability of accommodations or auxiliary aids as well as physical access to services. Title I of the ADA prohibits discrimination in employment in all businesses and programs with 15 or more employees and requires reasonable accommodations in hiring, training, and promoting people with disabilities. Titles II and III of the ADA address access to services and employment in State and local government; require accessible public accommodations in stores, hotels, commercial operations, and recreation and cultural activities; and mandate equal access in telecommunications for individuals with hearing and/or speech impairments.

The Individuals with Disabilities Education Act (IDEA, PL 101-476) stipulates that local education agencies are responsible for identifying, assessing, and serving all students with disabilities ages 3 to 21 or the age a student leaves the public school. Two criteria must be met to establish eligibility and receive a free, appropriate public education under the Act: (a) a student must be identified as having one or more of the disabilities defined under the Act and (b) a student must require special education and related services. Unlike the ADA, IDEA is a funded mandate, and IDEA funds are sometimes available to adult education programs providing services to adults under age 22. The availability of these funds varies from state to state.

What is an accommodation?

"Accommodation" means any change to a classroom environment or task that permits a qualified student with a disability to participate in the classroom process, to perform the essential tasks of the class, or to enjoy benefits and privileges of classroom participation equal to those enjoyed by adult learners without disabilities. An accommodation is a legally mandated change that creates an equitable opportunity for task completion or environmental access. Further, an accommodation is an individually determined adjustment to a functional need. Specific accommodations can range from low-tech rubber pencil grips to high-tech voice recognition software for a computer.

An accommodation may include use of equipment or changes in environments, procedures, or attitudes:



- ◊ *Additional time to complete tasks*
- ◊ *Assistive devices*
- ◊ *Adaptive tools*
- ◊ *Taped, large print, or brailled text*
- ◊ *Readers*
- ◊ *Taped, typed or dictated answers*
- ◊ *Private work areas*
- ◊ *Calculators*
- ◊ *Note takers*
- ◊ *Repeated instructions*
- ◊ *Oral or sign language interpreters*
- ◊ *Modification of existing equipment*
- ◊ *Written instructions*
- ◊ *Changes in desk height*
- ◊ *Changes in lighting*

A public entity is not required to take action or provide any accommodation that would result in a fundamental alteration in the nature of its service, program, or activity or in undue financial and administrative burdens. A program is permitted to determine the *essential* requirements of a course. If providing an accommodation would in some way compromise those requirements, the program is not required to do so. For example, if changing the format of a test fundamentally alters its capacity to measure the skill being tested, then a format change is not required. However, the program should attempt to investigate other changes that might be possible.

When answering what impact an accommodation had on an adult learner, a state-wide sample of adult educators provided the following responses:

Became more trusting

Self-confidence improved

Self-esteem improved

Became more productive

Became friendlier to staff

Increased interaction with staff and other students

Became more comfortable

Attendance improved

In addition, a program is permitted to consider the cost of an accommodation when deciding between equivalent means of providing access. For example, if two types of software are available that magnify the text on a computer monitor for a student with a visual impairment, the program can choose to provide the less expensive version, so long as it is equally effective.

The ADA provides guidelines for documenting a claim of undue burden or fundamental alteration. Nevertheless, claiming undue burden or fundamental alteration does not relieve a public entity of its obligation to provide accommodations for people with disabilities. If a program is not able to provide a particular modification or accommodation to ensure equal access, the program staff must take other measures, to the maximum extent possible, to ensure that it does not discriminate against individuals with disabilities in any of its services or activities.

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Thus, the following are guidelines to consider in selecting an accommodation. An accommodation should:

(a) be based on documented individual needs
(b) allow the most integrated experience possible
(c) not compromise the essential requirements of a course or program
(d) not pose a threat to personal or public safety
(e) not impose undue financial or administrative burdens on the program
(f) not be of a personal nature, e.g. personally prescribed devices such as eyeglasses, or personal services such as assistance in eating or toileting.

When adult learners with disabilities from a state-wide sample were asked about their experiences with accommodations or adult education programs in general, the following comments were made:

"Use what works for me, not for someone else" when selecting an accommodation. (Most adult learners interviewed were able to identify at least one coping skill that they had developed to compensate for their disability.)

Being involved in the program gave me "more confidence in myself."

Almost all learners expressed an appreciation for being able to participate in an adult education program.

What are the legal responsibilities of adult education programs?

Although most adult educators are probably aware of the Americans with Disabilities Act and its overall importance, they may not be aware of some of the specific provisions within the law. In addition to the general requirements of program and facility accessibility and non-discrimination in programs, five administrative requirements in the ADA, Title II, apply to adult education programs administered through state, county, or city government:

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1. Designate a responsible employee (ADA coordinator)
2. Provide public notice
3. Establish grievance procedure
4. Conduct self-evaluation
5. Develop transition plan

Designate a Responsible Employee as an ADA Coordinator

Section 35.107 (required as of 1-26-92)

This requirement applies only to entities with fifty or more employees, but includes *all* employees of an entity, not just the adult education program. For example, if a city administered an adult education program that employed only 5 staff members, but the city as a whole had 500 employees, the *city* would be required to appoint an ADA Coordinator. This person is responsible for answering inquiries about city programs, planning and coordinating compliance efforts, and receiving and investigating ADA-related grievances concerning programs, services, practices, and employment. Written notice displaying the name, office address, and telephone number of the employee(s) designated as the ADA Coordinator must be posted in each building or room where services are offered (see sample public notice).

Entities subject to 504 (i.e., that receive federal funding) with 15 or more employees are required to designate a Section 504 compliance coordinator. It would be reasonable to use the same person for ADA coordination responsibilities. This requirement means that all adult education programs have access to at least one person for questions about the ADA and accommodations.

Provide Notice of ADA Requirements

Section 35.106 (required as of 1-26-92)

This requirement applies to all public entities, regardless of size. All such entities must provide information to applicants, participants, beneficiaries, and other interested parties regarding the rights of people under Title II and how Title II applies to their particular programs, services, and activities. Methods of providing this information include, but are not limited to, publication in handbooks, manuals, pamphlets, and enrollment/application materials that are distributed to the public to describe a public entity's programs and activities. Other methods include the display of informational posters in service centers and other public places and/or the broadcast of information by television or radio. A sample notice is included on the next page. The entity must provide this information in an *ongoing* basis.

Public notice of ADA requirements must be made available in alternative formats to meet the diverse communication needs of persons with disabilities. Alternate formats, including large print, Braille, computer disk, and audio tape, are used to help ensure that adults with disabilities are made aware of their legal rights.

Establish a Grievance Procedure

Section 35.107 (required as of 1-26-92)

Public entities employing 50 or more people are required to establish a grievance procedure for prompt and equitable resolution of complaints concerning program accessibility, equal opportunity, supplementary aids and services, and accommodations. Obviously, this requirement becomes important when problems, such as in obtaining an accommodation, cannot be resolved at a lower level.

Conduct a Self-Evaluation

Section 35.105 (required as of1-26-93)

All public entities, regardless of size, must conduct a self-evaluation of current services, policies, and practices to ensure that they are in compliance with the ADA. The self-evaluation must cover four areas: employment, nondiscrimination in programs and activities, communications, and program and facility accessibility. In the self-evaluation, the public entity must: a) identify any policies or practices that do not comply with Title II requirements, and b) modify policies and practices to bring them into compliance. A general self-evaluation conducted by a larger public entity, such as a city, may not specifically address areas such as program and facility accessibility as they apply to individual programs. For this reason, adult education centers are advised to conduct self-evaluations in these areas. Checklists for measuring accessibility of communications and physical facilities are included in the following pages.

Develop a Transition Plan

Section 35.150 (completed by 1-26-92)

In the event that structural changes to facilities need to be undertaken to achieve program accessibility, a public entity with 50 or more employees must develop a transition plan designating the steps necessary to complete these changes. At a minimum, the plan must perform the following: a) identify physical obstacles that limit accessibility; b) describe the methods that will be used to correct these obstacles; c) specify a schedule for the changes; and d) indicate the person(s) responsible for implementing the plan.

Sample of Public Notice

Required under Title II of the ADA

[NAME OF ADULT EDUCATION PROGRAM] does not discriminate on the basis of disability in admission to its programs, services, or activities, in access to them, in treatment of individuals with disabilities, or in any aspect of their operations. The **[program]** also does not discriminate on the basis of disability in its hiring or employment practices.

This notice is provided as required by Title II of the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Questions, complaints, or requests for additional information regarding the ADA and Section 504 may be forwarded to the designated ADA and Section 504 compliance coordinator.

Name and Title:
Office Address:
Phone Number (Voice/TDD):
Days/Hours Available:

This notice is available from the ADA and Section 504 compliance coordinator in large print, on audio tape, and in Braille. **[If additional alternative formats are available, such as computer bulletin boards, the program may state that this notice is available in additional alternative formats].**

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EFFECTIVE PROGRAM COMMUNICATION

In order to provide equal access to their services and avoid discrimination against people with disabilities, adult education programs are required under Title II to make auxiliary aids and services available when necessary to ensure effective communication with both students and the general public (28 CFR §35.160). Auxiliary aids and services include a wide range of services, equipment, and devices that provide effective alternate communication to people with visual, hearing or speech disabilities.

Visual Communication

Information that is communicated visually, such as printed materials or visual displays, must be made accessible to people with visual and cognitive disabilities through auxiliary aids and services. In your assessment of visual communication within your program, consider all aspects of the program, including outreach, advertising, public meetings, and communications with the general public, applicants, and program participants. Examples include:

- ◊ brochures
- ◊ handbooks
- ◊ workbooks
- ◊ slide shows
- ◊ letters
- ◊ videotapes
- ◊ posters

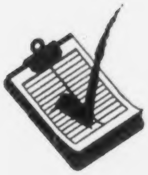
Aural/Oral Communication

"Aural" information is any information that is heard, while "oral" information refers to spoken information. Programs that communicate information aurally to applicants or participants or that require a participant or applicant to use oral communication must make that information accessible to people who have hearing or speech disabilities by providing auxiliary aids and services.

In your assessment of program communications, consider communication involved in all aspects of the program, including outreach, advertising, public meetings and hearings, and communications with the general public, applicants, and program participants. Examples include:

◊ classroom lectures
◊ speakers
◊ video tapes
◊ television programs
◊ telephone conversations

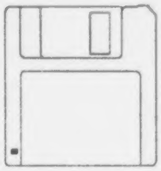
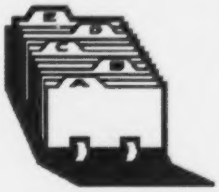
Using the Communication Checklists



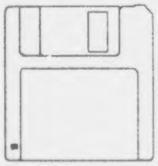
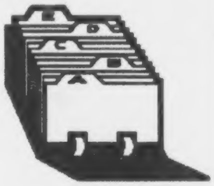
For each type of communication, check those accessible formats that your program already has available. Be sure to consider accessibility of *all* program communication, not just communication that occurs within the classroom (e.g., brochures, telephone conversations). If you can provide the auxiliary aid or service within your program, note this in the Provider Information column. For example, if you can provide written documents on computer diskette, indicate this. If your program does not have a certain accessible format available at this time, investigate ways of obtaining it so it will be available if needed and list the provider name and contact information in the space provided. Find out the processing time for each provider so you can inform an individual who requests an alternate format how long it will take to provide it. You may also want to check to see if your umbrella agency has standing provider contracts for obtaining any of the formats. Independent Living Centers (ILC's) and other resources listed in the Handbook are also good places to ask about possible providers.

After you have completed the checklists, inform the public (in flyers, brochures, advertisements, etc.) that you have alternate formats available. Establish procedures for timely response to requests for alternate formats. A person with a disability should not be forced to wait an inordinate period of time to receive materials in an accessible format.

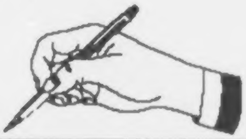
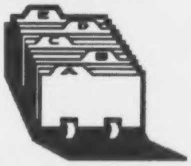
Visual Communications Checklist (page 1 of 2)

Auxiliary aid or service 	Currently Available ✓	Provider Information 
large print	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
Braille	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
audio tape	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
readers	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
computer diskette	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
verbal descriptions	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:

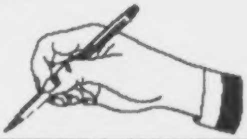
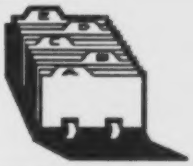
Visual Communications Checklist (page 2 of 2)

Auxiliary aid or service 	**Currently Available** ✓	**Provider Information** 
computer adaptations (e.g., enlarged text, voice synthesizer)	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
pictorial signage	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
others (list)	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:

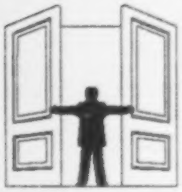
Aural/Oral Communications Checklist (page 1 of 2)

Auxiliary aid or service 	Currently Available ✓	Provider Information 
sign language interpreters	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
notetakers	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
written materials	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
TDD (Telecommunications Device for the Deaf)	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
telephone amplification	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
paper and pen	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
caption decoder	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:

Aural/Oral Communication Checklist (page 2 of 2)

Auxiliary aid or service 	**Currently Available** ✓	**Provider Information** 
real time captioning	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
assistive listening devices	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
word processors	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:
others (list)	Yes ☐ No ☐	Provider: Address : Phone #: Processing time:

PROGRAM ACCESSIBILITY



In a broad sense, program accessibility can be considered a type of accommodation—one which makes the overall program available to learners with disabilities. For existing facilities, both Title II and 504 require that a program, when viewed in its entirety, is readily accessible to and usable by people with disabilities (28 CFR § 35.150 & 34 CFR § 104.22). By law, an adult education center must make its programs and activities accessible unless it can demonstrate that the required modifications would result in fundamental alteration of the program or undue financial and administrative burdens. Both laws require that new or altered facilities (those built or altered after January 26, 1992) are readily accessible. No fundamental alteration or undue burden limitations exist for providing accessibility in new or altered facilities, so a new or newly altered facility that is inaccessible is in violation of the law. Finally, when an adult education program leases space, the program is responsible for providing accessibility to all classes it offers there.

Title II and 504 both offer some flexibility in how accessibility requirements can be met in existing facilities by allowing either structural or nonstructural methods of compliance. Although nonstructural methods of achieving program accessibility in existing facilities are allowed, nonstructural solutions should not have the effect of segregating people with disabilities or compromising their dignity and independence. Some acceptable methods of achieving program accessibility are:

- Reassignment of services to an accessible location (e.g., to a ground floor or to another building)
- Purchase, redesign or relocation of equipment (e.g., providing work stations, modifying doorknobs, or moving computers to an accessible room)
- Assignment of aides (e.g., to retrieve a book from an inaccessible shelf or an inaccessible library).
- Structural changes (installing a ramp, widening a door, etc.)

Using the Accessibility Checklists

This checklist is provided for program staff who want to review the accessibility of their facility. It can be used to identify potential barriers and possible solutions. The checklist is based on the ADA Accessibility Guidelines (ADAAG) and citations are given for each section. The checklist is not designed to be a comprehensive evaluation tool to assess compliance, but rather a starting point for evaluating overall program accessibility.

The following steps are recommended in conducting a facility survey using this checklist:

1. Establish a timeline for completing the survey.
2. Assign people to be responsible for the survey, preferably at least three. If people with disabilities can be enlisted to help, they can often identify additional barriers and/or possible solutions.
3. Duplicate the checklist for use in multiple classrooms, restrooms, etc.
4. Conduct the survey. Bring copies of the checklist, a clipboard, pencil, and a flexible tape measure. As the survey is conducted, think about the facility's accessibility from the perspective of people with physical, sensory, and cognitive disabilities.
5. Compile results of the survey, and prepare an action plan to correct inaccessible features as necessary.

Program Accessibility Checklists (page 1 of 6)

Questions			Possible Solutions
Accessible Approach/Parking/Entrance Once they arrive at a program, people with disabilities should be able to approach the building and enter is as freely as anyone else. At least one route of travel to the entrance of the facility should be accessible to everyone, including people with disabilities.			
Route of Travel (ADAAG 4.3, 4.4, 4.5,4.7) Is a route of travel available that does not require the use of stairs?	**Yes** ☐	**No** ☐	☐ Add a ramp if the route of travel is interrupted by stairs ☐ Add an alternative route on level ground
Is the route of travel stable, firm and slip-resistant?	**Yes** ☐	**No** ☐	☐ Repair uneven pavement ☐ Fill small bumps and breaks wit ☐ Replace gravel with hard top
Is the route at least 36 inches wide?	**Yes** ☐	**No** ☐	☐ Change or move landscaping, furnishings, or other features that narrow the route of travel ☐ Widen the route
Do curbs on the route have curb cuts?	**Yes** ☐	**No** ☐	☐ Install curb cuts ☐ Add small ramps at curbs
Ramps (ADAAG 4.8) Are the slopes of the ramps no greater than 1:12? (Slope is the ratio of height to length: 1:12 means that for every one inch of height the ramp rises, there is at least twelve inches of length along it. Thus, the minimum length for a ramp on a three inch curb would be 36".)	**Yes** ☐	**No** ☐	☐ Lengthen the ramp to decrease slope ☐ Reconfigure the ramp to include switchbacks
Do all ramps longer than 6 feet have handrails on both sides?	**Yes** ☐	**No** ☐	☐ Relocate the ramp
Are handrails sturdy, and between 30 and 38 inches high?	**Yes** ☐	**No** ☐	☐ Add handrails ☐ Adjust height of rails ☐ Secure rails tightly
Is the clear width of the ramp at least 36 inches?	**Yes** ☐	**No** ☐	☐ Widen the ramp
Is the surface of hte ramp slip-resistant?	**Yes** ☐	**No** ☐	☐ Add non-slip surfacing

Program Accessibility Checklists (page 2 of 6)

Questions

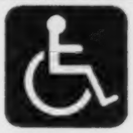
Parking (ADAAG 4.6)
Total number of parking spaces ______.
Current number of accessible spaces ________.
Required number of accessible spaces (see below) ______.

ADAAG requirements (4.6):

Total parking in lot	Minimum No. of accessible spaces	Van accessible spaces
1-25	1	1
26-50	2	1
51-75	3	1
76-100	4	1
101-150	5	1
151-200	6	1
201-300	7	1
301-400	8	1
401-500	9	1
501-1000	2% of total	1-2
1000+	20+1 for each 100 over 1000	2+

(At least 1 in every 8 accessible spaces must be van accessible)

	Yes	No
Are spaces marked with the international symbol of accessibility (see below)? Are there signs reading "Van Accessible" at van spaces?	☐	☐



	Yes	No
Are the access aisles part of the accessible route to the accessible entrance?	☐	☐
Are the accessible spaces closest to the accessible entrance, and is a procedure in place to enforce use of accessible spaces only by those displaying a placard or other identification?	☐	☐

Entrance (ADAAG 4.14)

	Yes	No
If there are stairs at the main entrance, is a ramp or lift also available, or is an alternative accessible entrance available?	☐	☐

Do not use a service entrance as the accessible entrance unless there is no other option.

	Yes	No
Do all inaccessible entrances have a sign indicating the location of the nearest accessible entrance?	☐	☐

Adapted from Adaptive Environments (1992)

Possible Solutions

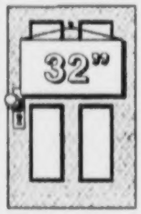
- ☐ Reconfigure spaces to create ___ accessible spaces 8' wide with a 5' access aisle. Two spaces may share one aisle
- ☐ Reconfigure to provide ____ 16' wide van-accessible spaces

Universal parking option: Provide accessible spaces 11' wide with a 5' access aisle. This type of space can accommodate either a car or a van.

- ☐ Install appropriate upright signs that are not obscured by a vehicle parked in the space
- ☐ Move existing signs so that they are not obscured by a vehicle parked in the space
- ☐ Add curb cuts or ramps as needed
- ☐ Relocate accessible spaces
- ☐ Implement an enforcement policy

- ☐ If it is not possible to make the main entrance accessible, create a dignified alternate accessible entrance
- ☐ Install signs before the inaccessible entrance so that people do not have to retrace the approach

Program Accessibility Checklists (page 3 of 6)

Questions	Possible Solutions
Entrance (continued) Yes No Are doormats 1/2 ' high or less, and securely installed to prevent tripping? [ ] [ ] 	[ ] Replace or remove mats [ ] Secure mats at edges
Doors (ADAAG 4.13) Yes No Does the entrance door have at least 32 inches of clear opening (for a double door, at least one 32-inch leaf)? [ ] [ ]	[ ] Widen the door [ ] Install off-set (swing-clear) hinges
Is at least 18 inches of clear wall space available on the pull side of the door, next to the handle? Yes No [ ] [ ] *A person using a wheelchair or crutches needs this space to get close enough to the door to open it.*	[ ] Remove or relocate furnishings or other obstructions [ ] Add power-assisted or automatic door opener [ ] Move door
Is the threshold level less than 1/4" high or beveled, up to 1/2" high? Yes No [ ] [ ]	[ ] If the threshold is 3/4" or higher, remove it; otherwise, add a bevel
Is the door handle no higher than 48 inches and operable with a closed fist (the door should be openable by someone with limited upper body strength and/or hand control)? Yes No [ ] [ ]	[ ] Replace inaccessible knob with a lever handle [ ] Retrofit existing knob with an add-on lever extension
Access to Programs/Services Ideally, the layout of the building should allow people with disabilities to obtain materials or services without assistance. All inside doors should conform to the requirements listed under "doors" in the previous section.	
Movement within the building (ADAAG 4.3) Is the route of travel to all public spaces at least 36 inches wide? Yes No [ ] [ ]	[ ] Move furnishings such as tables, chairs, display racks, vending machines, and counters to make more room
Is a 5 foot circle or T-shaped space available along the route of travel for a person using a wheelchair to reverse direction? Yes No [ ] [ ] Adapted from Adaptive Environments (1992)	[ ] Rearrange furnishings, displays, and/or equipment

Program Accessibility Checklists (page 4 of 6)

Questions	Yes	No	Possible Solutions
Rooms & Spaces (ADAAG 4.2, 4.4, 4.5,4.30)	Yes	No	
Are all aisles and pathways to materials and services at least 36 inches wide?	☐	☐	☐ Rearrange furnishings and fixtures to clear aisles
Is carpeting low-pile, tightly woven, and securely attached along edges?	☐	☐	☐ Secure edges of carpet on all sides ☐ Replace carpeting
In routes through public areas, are all obstacles cane-detectable (located within 27 inches of the floor or higher than 80 inches, or protruding less than 4 inches from the wall)?	☐	☐	☐ Remove obstacles ☐ Install furnishings, planters, or other cane-detectable barriers below obstacles
Do signs designating restrooms, exit doors, and room numbers comply with the appropriate standards for tactile signage?	☐	☐	☐ Letters and numerals should be raised 1/32 of an inch, upper case, sans serif, accompanied with Grade 2 Braille
Seats, Tables & Counters (ADAAG 4.2, 4.32)	Yes	No	
Are the tops of tables or counters between 28 and 34 inches high?	☐	☐	☐ Adjust surface level
Are knee spaces at accessible tables at least 27 inches high, 30 inches wide, and 19 inches deep?	☐	☐	☐ Replace or adjust tables
Elevators (ADAAG 4.10)	Yes	No	
Are both visible and audible door opening/closing and floor indicators in place?	☐	☐	☐ Install visible and/or audible signals
Are the call buttons in the hallway no higher than 42 inches?	☐	☐	☐ Lower call buttons ☐ Provide a permanently attached reach stick
Do the controls outside and inside the cab have raised and Braille lettering?	☐	☐	☐ Install raised lettering and/or Braille next to buttons
Is a sign in place on the jamb at each floor identifying the floor in raised and Braille letters?	☐	☐	☐ Install tactile signs to identify floor numbers, at a height of 60 inches from the floor.
If an emergency intercom is provided, is it usable without voice communication?	☐	☐	☐ Modify communication system
Is the emergency intercom identified by Braille and raised lettering?	☐	☐	☐ Add tactile identification

Adapted from Adaptive Environments (1992)

Program Accessibility Checklists (page 5 of 6)

Questions	Yes	No	Possible Solutions
Rest Rooms When restrooms are open to the public, they should be accessible to people with disabilities. Doors to accessible restrooms should meet the requirements listed under "Doors," above, including having tactile signage.			
Lavatories (ADAAG 4.19, 4.27) Does one lavatory have a 30-inch-wide by 48-inch-deep clear space in front?	☐	☐	☐ Replace or alter existing lavatory
Is the lavatory rim no higher than 34 inches?	☐	☐	☐ Adjust or replace lavatory
Can the faucet be operated with one closed fist?	☐	☐	☐ Replace faucet handles with paddle type
Are hot water lines and drains wrapped?	☐	☐	☐ Wrap pipes with insulating material
Is the mirror mounted with the bottom edge of the reflecting surface no more than 40" above the floor?	☐	☐	☐ Lower the existing mirror or add another
Are soap, towel and other dispensers, and hand dryers, 48" or lower for a front approach, or 54" or lower for a side approach?	☐	☐	☐ Lower existing dispensers ☐ Provide additional, accessible dispensers
Stalls (ADAAG 4.16, 4.17) Is a wheelchair-accessible stall that has an area of at least 5 feet by 5 feet, clear of the door swing, available OR is a stall available that is less accessible but that provides greater access than a typical stall (either 36"X 69" or 48"X 69")?	☐	☐	☐ Move partitions ☐ Reverse the door swing
In the accessible stall, are grab bars in place behind and on the side wall nearest to the toilet, 33-36" above the floor?	☐	☐	☐ Add or adjust grab bars
Is the toilet seat 17 to 19 inches high?	☐	☐	☐ Add a raised seat
Is the toilet paper height 19 inches to the center of the roll?	☐	☐	☐ Move toilet paper dispenser

Program Accessibility Checklists (page 6 of 6)

Questions	Yes	No	Possible Solutions
Additional Access When amenities such as drinking fountains or public telephones are provided to the general public, they should also be accessible to people with disabilities.			
Drinking Fountains (ADAAG 4.15) Is at least one fountain available with clear floor space of at least 30 by 48 inches in front?	☐	☐	☐ Rearrange furniture to create more floor space
Does that fountain have its spout no higher than 36" above the ground?	☐	☐	☐ Provide cup dispensers for fountains with spouts that are too high ☐ Provide accessible water cooler
Are controls mounted on the front or near the front edge, and operable with one closed fist?	☐	☐	☐ Replace controls
Telephones (ADAAG 4.31) If pay or public phones are provided, is clear floor space of at least 30 by 48 inches available in front of at least one?	☐	☐	☐ Move furnishings ☐ Replace booth with open station
Is the highest operable part of the phone no higher than 48 inches (54 inches if a side approach is possible)?	☐	☐	☐ Lower telephone
Is the phone hearing-aid compatible?	☐	☐	☐ Contact phone company to replace with hearing-aid compatible phone
Does the phone have volume control?	☐	☐	☐ Contact the phone company to add volume control
Emergency Egress (ADAAG 4.28) Do all alarms have both flashing lights and audible signals?	☐	☐	☐ Install visible and audible alarms

Adapted from Adaptive Environments (1992)

What are the legal rights of Adult Education Programs?

Adult education program staff may be concerned whether a student with a disability can meet the prerequisite academic and technical standards of a course of study or program, and whether the student can perform the essential tasks of the course or program with reasonable academic adjustments and auxiliary aids. A qualified individual with a disability is defined in Section 35.104 of the ADA as "...an individual with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by a public entity."

Scott (1990) recommends a set of practical guidelines for consideration of whether a prospective student or applicant is qualified. We have also drafted a sample list of program qualifications for adaptation by individual programs. These documents are included in the following pages.

Programs can also establish reasonable codes of conduct which prohibit disruptive or other inappropriate behaviors as long as they do not screen out or tend to screen out people with disabilities (a sample version is provided). Neutral rules, such as legitimate safety concerns, are permitted even when the effect is to screen out people with disabilities (28 CFR §35.130(b)(8)). A *fear* of disruptive behavior based on presumptions or stereotypes about a given disability is *not* sufficient, however, to exclude an individual with a disability from a program. Educators should make it clear to all of their students what types of conduct are not acceptable, and work with students, when possible, to modify unacceptable behaviors.

Guidelines for Establishing Whether a Student is Qualified for a Program of Study

Adapted from Scott (1990)

In determining the requirements and standards for each class, teachers and administrators might ask themselves the following questions:

Course.
a. What academic skills must be demonstrated?
b. What percentage of subject area knowledge must be mastered?
c. What specific knowledge, principles, or concepts must be mastered?

Instructional Methods.
a. What methods of instruction are non-negotiable?
b. Why aren't they negotiable? (For example, auditory presentation of musical compositions may be deemed absolutely necessary in a music appreciation class because of the designated nature and purpose of the course).

Assessment.
a. What methods of assessing outcome variables are absolutely necessary?
b. Why are they necessary? (For example, a nursing student's proficiency in starting an IV must be assessed by physical performance because of skill development required by the major and/or licensing requirements.)

Performance.
What are acceptable levels of performance on these measures? (For example, 100% of program competencies must be demonstrated; 85% of exam questions must be answered or performed correctly.)

Student Variables.

a. What preexisting abilities or skills must all participating students possess?
b. Is there a minimal level of proficiency in these abilities?
c. Does the ability or skill necessarily need to be performed in a prescribed manner?
d. Does the student understand the essential purpose of the course and any subsequent restrictions on accommodating methods of instruction or means of evaluation?
e. Can the student meet all essential requirements in spite of his or her disability when given reasonable accommodation?
f. Will accommodating individual needs pose a risk to personal or public safety?

Sample Qualifications for Program Participation

1. Ability to learn and retain new information

Our staff work with learners to help them achieve their curricular and vocational goals. Enrollees must demonstrate within six weeks of starting classes that they are able to benefit in a measurable way from participation.

2. Ability to abide by Code of Conduct (see page 79)

Learning is a purposeful activity and more difficult for some participants than others. The Code of Conduct helps all learners benefit from their study time. Therefore, enrollees in the program are expected and required to abide by the attached Code of Conduct. Violation of the Code will result in dismissal from the program.

3. Ability to be responsible for maintaining a daily class activity record

One way in which progress towards goals is measured is through a daily activity record. Each enrollee in the program has an assignment record and is responsible for updating it daily so that progress can be monitored.

4. Ability to complete daily assignments with or without accommodation

Enrollees in the program must be able to complete assignments with or without accommodation. Examples of accommodations include tape recorders, large print materials, time extensions, and calculators. Accommodations that pose a risk to personal or public safety are not allowed.

5. Ability to remain in the classroom without constant supervision by staff

Enrollees in the program are expected to remain in the classroom during class periods except during regularly scheduled breaks or as pre-arranged with the instructor. Staff need to be notified in advance if auxiliary aids or services are requested.

6. Ability to understand the essential purpose of the program

Our program is designed for persons who can understand instruction and use it to pursue educational goals. Persons enrolling in the program should be able to understand this purpose, have an appropriate goal to pursue, and participate in the curricular choices and instructional activities.

All persons who enter the program complete an assessment to determine their current educational needs and aptitudes. Initial enrollment in the program does not imply that a student will continue to be eligible.

Learning Center Code of Conduct

For everyone to be able to learn well, the Learning Center asks you to please follow these rules:

1. Be honest; don't cheat
2. Do not abuse physically or verbally, threaten, hit or mistreat any person
3. Be courteous to and respectful to the staff and students and do not disrupt the class
4. Do not steal, vandalize, deface or damage property of the college, college employees or fellow students
5. Do not use, sell, possess, distribute or be under the influence of or in association with narcotics, drugs or alcohol
6. Do not smoke or chew tobacco while in the building
7. Follow the directions of learning center staff performing their duties

Failure to follow the Learning Center Code of Conduct will result in dismissal.

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STUDENT SIGNATURE ______________________ DATE __________

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Information and Resources

Compliance and resource information for states, communities, employers, and individuals with disabilities is available through several Federal agencies and programs. These include the Civil Rights Division of the Department of Justice, the Department of Transportation, the President's Committee on Employment of People with Disabilities, the Equal Employment Opportunities Commission, the Architectural and Transportation Barriers Compliance Board, and the National Institute on Disability and Rehabilitation Research (NIDRR). Specific references and resources are listed below.

References

Adaptive Environments Center, Inc. (1992). ADA Title II Action Guide for State and Local Governments.

Equal Employment Opportunity Commission and U.S. Department of Justice (1991). Americans With Disabilities Act Handbook.

Scott, S. S. (1994). Determining reasonable academic adjustments for college students with learning disabilities. Journal of Learning Disabilities, 27, 403-412.

Scott, S. S. (1990). Coming to terms with the "otherwise qualified" student with a learning disability. Journal of Learning Disabilities, 23, 398-405.

U.S. Department of Education, Office for Civil Rights (1995). Compliance with the Americans with Disabilities Act: A Self-Evaluation Guide for Public Elementary and Secondary Schools.

Resources

(for a more complete listing, see the *Compendium of Materials and Resources*)

Regional Disability and Business Technical Assistance Centers. Ten of these centers are located throughout the country to provide information on the ADA. To get the telephone number for the center nearest you, call
1-800-949-4232.

Disability Rights Education and Defense Fund (DREDF). This is a legal resource center providing technical assistance on disability laws.
1-800-466-4232

Independent Living Centers(ILC's). More than 200 ILC's are located nationwide. They are community-based service and advocacy programs run by people with disabilities and are a good source of local information and assistance on issues related to the ADA. ILC staff can often provide assistance in conducting accessibility surveys of a facility. To find the ILC closest to you, check your phone book, or call *Independent Living Research Utilization* (ILRU) at (713) 520-0232.

U.S. Department of Justice ADA Information Line provides technical assistance in understanding responsibilities of programs under Title II of the ADA.
1-800-514-0301.

ADA National Access for Public Schools Project provides information on the ADA specifically geared toward educational programs.
1-800-893-1225.

Summary of Questions and Answers about Rights and Responsibilities

Question	Answer
What is a disability?	**A disability means a physical or mental impairment that substantially limits one or more major life activities:** ◊ caring for oneself ◊ walking ◊ seeing ◊ hearing ◊ speaking ◊ breathing ◊ learning ◊ working
What are the legal rights of adult learners with disabilities?	**Legal rights of adult learners with disabilities include:** ◊ program accessibility ◊ non-discrimination/equal opportunity ◊ use of auxiliary aids and services ◊ academic adjustments or accommodations
What are the legal responsibilities of adult education programs?	**Five administrative requirements of the ADA apply to of the responsibilities of adult education programs:** ◊ designate a responsible employee ◊ provide notice ◊ establish a grievance procedure ◊ conduct a self-evaluation ◊ develop a transition plan
What is an accommodation?	**An accommodation is a legally mandated change that creates an equitable opportunity for task completion or environmental access such as:** ◊ adaptive tools ◊ assistive devices ◊ additional time for task completion ◊ oral or sign language interpreters ◊ readers ◊ taped, large print, or brailled text ◊ taped, typed or dictated answers ◊ private work area ◊ modification of existing equipment ◊ written instructions ◊ repeated instructions ◊ note takers ◊ calculators
What guidelines should be considered in selecting an accommodation?	**Accommodations should:** ◊ be based on individual needs ◊ allow the most integrated experience possible ◊ not compromise essential course or program requirements ◊ not pose a threat to personal or public safety ◊ not impose an undue financial or administrative burden on the program ◊ not be of a personal nature

Learner Handbook

A Handbook of Rights and Responsibilities of an Adult Learner with a Disability

Written by
Janis Bulgren

University of Kansas
Institute for Adult Studies

This Handbook is a component of the "Accommodating Adults with Disabilities in Adult Education Programs" Notebook, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

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What is a **disability**?

A **disability** is a physical or mental impairment that limits one or more things you want and need to do. It can make it difficult to

- walk, see, hear, or breathe;
- take care of oneself;
- learn; or
- work.

Adults with disabilities include but are not limited to persons with conditions, diseases, and infections, such as

- physical, sight, speech, and hearing impairments;
- epilepsy, muscular dystrophy, multiple sclerosis;
- cancer, heart disease, diabetes
- infection with the Human Immunodeficiency Virus (HIV);
- mental retardation;
- emotional illness; or
- specific learning disabilities.

Persons with a history of such a condition or persons whom other people think of as having such a condition are also considered as people with disabilities.

What are the **legal rights** of adults with disabilities?

Program accessibility: the program must

- provide a way for you to enroll as a student if you are qualified to receive their services, and

- have a way for people with physical disabilities to get into the buildings and classrooms.

Non-discrimination/equal opportunity means that you must have an equal chance to participate and be successful. It **means** that no one can

- refuse to enroll you in the program because of your disability, or

- provide you with different or separate opportunities than everyone else.

It does **not** mean that anyone will

- give you easier work, or

- change the rules to make it easier for you than others.

An **accommodation** is any change needed to help you learn the skill or do the work necessary for you to learn. It may mean:

- using different kinds of learning materials;
- using special equipment, such as a computer or a calculator;
- having a special tutor or other qualified person to help you; or
- using auxiliary aids and services.

An accommodation

does not include making changes in rules to make it easier for you than for others; and

should not create an "undue hardship" for the center. You may not get the most expensive or "best" accommodation, just one that will help you do what needs to be done.

What are **responsibilities** of adults with disabilities?

Be your own **self advocate.** Self-advocacy means that you can explain your disability, suggest some accommodations, and find ways to help yourself.

Tell about your **disability** if you want accommodations.

Be prepared to provide **records** about your disability.

Tell what **accommodations** have worked for you.

Know that you have **legal rights**.

Ask for **accommodations** based on your need and the law.

What is an **accommodation**?

An accommodation is a change that

- is required by law;
- helps people with disabilities have a fair chance for success;
- gives an equal chance to work in, learn in, and enter a building;
- is chosen for the individual person's need; and
- is needed when you do similar tasks in other places.

An accommodation may include

- using special equipment;
- doing work a different way;
- doing work in a different place; or
- changing how others think about disabilities.

What are **legal issues** for adults with disabilities?

There are three major pieces of legislation that affect adults with disabilities in adult education centers.

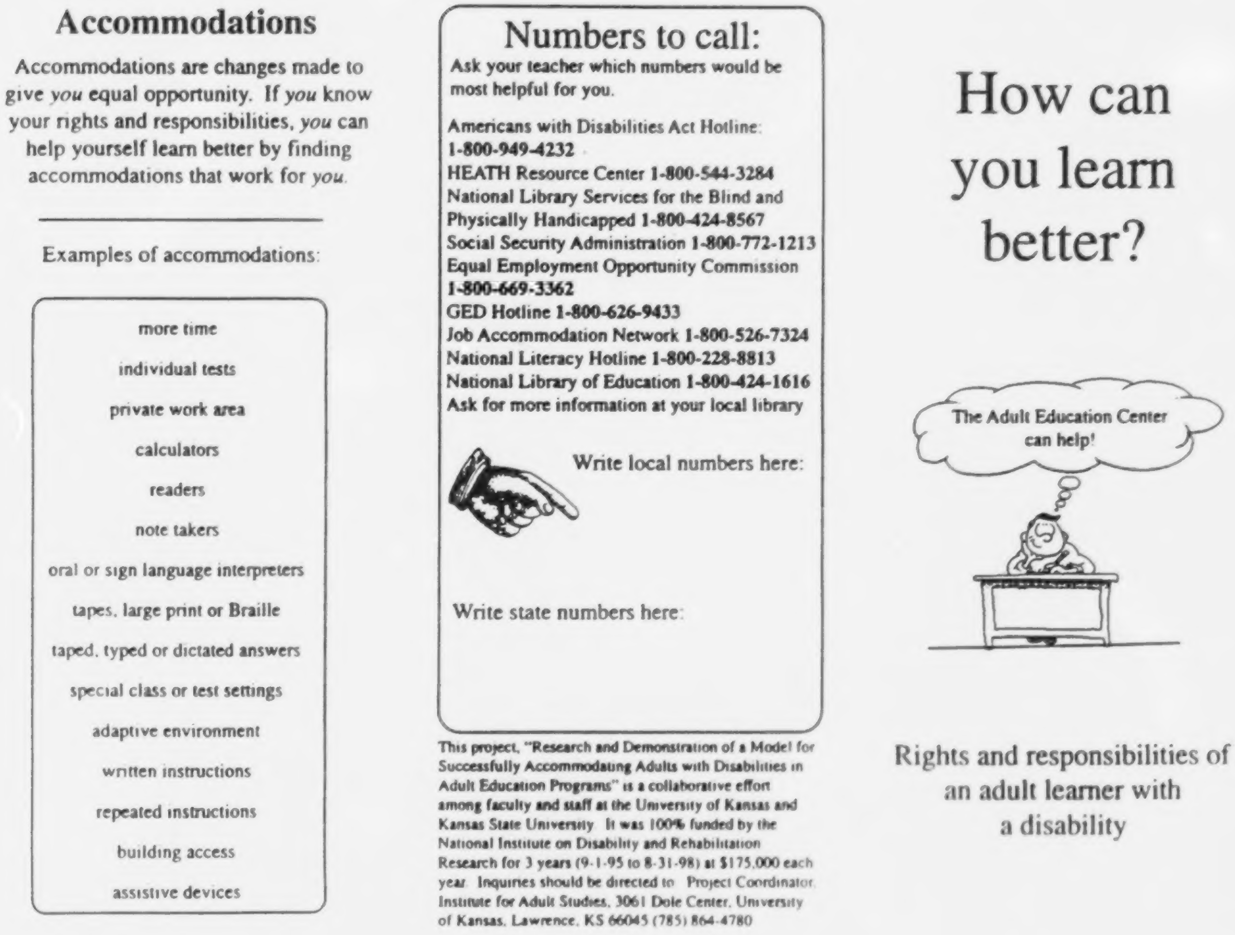
Section 504 of the Rehabilitation Act of 1973 (504) was the first civil rights legislation specifically written to protect the rights of individuals with disabilities. Section 504 guarantees that a person with a disability will not be discriminated against because of that disability in any program receiving federal funds.

The Americans with Disabilities Act (ADA) expands the scope of 504 and covers more programs and services, especially by including the private sector. The ADA concerns the availability of accommodations or auxiliary aids, as well as physical access to services.

The Individuals with Disabilities Education Act (IDEA) applies to students ages 3 to 21 or the age they leave the public school. It applies only to those who are educationally disabled and need special education services. Other services include rehabilitation counseling, social work services, and transition planning.

Trifold Brochure

The Trifold brochure is an introductory handout that can be used during program orientation or enrollment activities. Depending on a learner's reading level, this brochure should be used in conjuction with the rest of the Learner Handbook. An English version of the trifold (like the one pictured below), is available in the "Duplication Masters" packet of this Notebook. This trifold is available in other language versions, such as Hmong, Russian, Somali, Spanish and Vietnamese, as well as audio-taped and braille versions. All of these versions are available upon request.



Accommodations

Accommodations are changes made to give *you* equal opportunity. If *you* know your rights and responsibilities, *you* can help yourself learn better by finding accommodations that work for *you*.

Examples of accommodations:

- more time
- individual tests
- private work area
- calculators
- readers
- note takers
- oral or sign language interpreters
- tapes, large print or Braille
- taped, typed or dictated answers
- special class or test settings
- adaptive environment
- written instructions
- repeated instructions
- building access
- assistive devices

Numbers to call:

Ask your teacher which numbers would be most helpful for you.

Americans with Disabilities Act Hotline:
1-800-949-4232
HEATH Resource Center 1-800-544-3284
National Library Services for the Blind and Physically Handicapped 1-800-424-8567
Social Security Administration 1-800-772-1213
Equal Employment Opportunity Commission 1-800-669-3362
GED Hotline 1-800-626-9433
Job Accommodation Network 1-800-526-7324
National Literacy Hotline 1-800-228-8813
National Library of Education 1-800-424-1616
Ask for more information at your local library

Write local numbers here:

Write state numbers here:

This project, "Research and Demonstration of a Model for Successfully Accommodating Adults with Disabilities in Adult Education Programs" is a collaborative effort among faculty and staff at the University of Kansas and Kansas State University. It was 100% funded by the National Institute on Disability and Rehabilitation Research for 3 years (9-1-95 to 8-31-98) at $175,000 each year. Inquiries should be directed to: Project Coordinator, Institute for Adult Studies, 3061 Dole Center, University of Kansas, Lawrence, KS 66045 (785) 864-4780

How can you learn better?

Rights and responsibilities of an adult learner with a disability

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Procedural Guide

Procedural Guide to Accommodating Adults with Disabilities

Written by
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with
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University of Kansas
Institute for Adult Studies

This Guide is a component of the "Accommodating Adults with Disabilities in Adult Education Programs" Notebook, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

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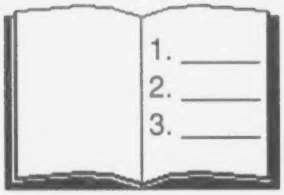

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Introduction

The *Procedural Guide to Accommodating Adults with Disabilities* is a sequential model. While the *Guide* primarily is intended for use by adult education practitioners and volunteers, service providers, case workers, educators and employers in other settings may find it useful.

The purpose of the *Guide* is to provide a framework and sequence for working jointly with adult learners to -

- confirm their disability,
- assess their functional needs,
- select appropriate accommodations,
- provide instruction for using accommodation(s), and
- monitor accommodation effectiveness.

In addition to procedural information, the *Guide* contains instructor tips, overhead masters, sample forms, and interview protocols (initial pages of protocols are given here for a reference, while the complete sets of protocols are located in the "Duplication Masters" packet of the Notebook).

The *Guide* was developed in response to the needs expressed by adult educators in statewide and national surveys, including information about different kinds of accommodations, strategies for selecting accommodations, and information on different types of disabilities and functional needs. The *Guide* incorporates both legal requirements and occupational therapy strategies in presenting practical information on how to work with adult learners with disabilities who might benefit from the use of accommodations.

The *Guide* should be used as a reference in developing enrollment materials, working one on one with learners, and learning about various accommodation strategies. The materials can be used whenever direction is needed in any aspect of disability confirmation, functional needs assessment, or accommodation selection, usage, or monitoring.

Not all parts of the Guide will be used with each student. Rather, adult educators should adapt those parts of the *Guide* that are relevant on an as needed basis.

Summary of Accommodation Model

Use this page as a quick reference

Disability Confirmation Component

Step 1 Explain disability, associated rights, and responsibilities
Step 2 Obtain disability documentation
Step 3 Review disability documentation

Functional Needs Assessment Component

Step 1 Complete the *Functional Needs Interview*
Step 2 Identify previous approaches or accommodations for meeting goals

Accommodation Selection Component

Step 1 Identify the learner's goals
Step 2 Review and prioritize the learner's goals
Step 3 Identify strengths and resources available to the learner
Step 4 Identify possible accommodations using matrix
Step 5 Identify the pros and cons of each accommodation (using the accommodation characteristics list)
Step 6 Learner selects accommodation(s)
Step 7 Verify the selected accommodation(s)

Accommodation Usage Component

Step 1 Acquire needed devices or materials for the accommodation(s)
Step 2 Instruct the learner in using the accommodation(s)

Accommodation Monitoring Component

Step 1 Gather qualitative and quantitative information that describes the results of accommodation(s)
Step 2 Discuss the results of using the accommodation(s) with the learner
Step 3 Record progress of accommodation usage
Step 4 Plan next steps

Disability Confirmation Component

Necessary Information:

Documentation of disability (e.g., evaluations, psychologists' and/or physicians' reports, school records, or test protocols)

Steps:

1) Explain disability, associated rights, and responsibilities
2) Obtain disability documentation
3) Review disability documentation

Results:

1) Disability is confirmed
2) Required additional information is identified and release of information forms are completed

Component Materials List:

Possible enrollment questions
Community resources for confirming learning disabilities
Sample release form

Notes

Introduction

Disability confirmation is the initial component of the Accommodations Model. The intent of this component is to provide the adult educator with the information needed to verify if the learner has a disability. In actual practice, the educator may complete this component as a first step to accommodations or may find documentation can be completed later. Completing this component depends largely on the efforts of the learner and awareness of his or her disability, goals, and needs. The relationship or rapport between the learner and instructor is also important because this component sometimes requires a discussion of personal and confidential information.

Questions and Answers

Q: What are adult educators' legal responsibilities?

A: Adult educators should understand their **legal obligations** in this component. At this time, case law has not addressed adult education per se but other legal precedents are relevant. Prevailing opinion is if program staff has reason to believe a person has a disability, the staff must make a good faith effort to notify the learner of relevant rights and responsibilities, including information about disability determination and accommodations.

Q: Do school districts have a responsibility for identifying learners with disabilities?

A: Local school districts have an obligation to evaluate a person for possible disabilities if the person is under 22 years of age, has not graduated, and is suspected of having a disability. This responsibility is identified in Federal legislation; it is not a state or local option. Several persons have reported that school districts have been reluctant to accept this responsibility because of the additional burden it poses for their staffs. The responsibility, however, resides with a school district. You might advocate on your learner's behalf to the school district. (On the following page is a letter from Kansas State Department of Education staff that explains to school district staff their responsibilities under the law. Other states may have similar guidelines.)

To: Special Education Directors and Adult Basic Education Directors
From: Michael L. Remus, Director, Student Support Services
Subject: Evaluation of Out-of-School Youths
Date: August 29, 1997

This memo is to address the issue of serving out-of-school-youths who are in Adult Basic Education programs (ABE). One issue is the question of whether local education agencies (LEA) are required to do a comprehensive evaluation of youths enrolled in ABE programs. The second issue is whether youths receiving special education services may also receive services in an adult basic education program.

The answer to the first question is found in the federal regulations in a note attached to the child find requirement in 34 CFR § 300.220. The note states the regulation means that "the LEA is responsible for ensuring that all children with disabilities within its jurisdiction are identified, located, and evaluated, including children in all **public and private agencies** and institution within that jurisdiction." This means that youths who have not graduated, are under the age of 22, suspected of having a disability and enrolled in an adult basic education program, must be evaluated by the LEA if a disability is indicated.

The answer to the second issue, while more complex, is also covered by federal and state regulations. K.S.A. 72-4517 (f) defines persons eligible for enrollment in an adult basic education program as "persons who (1) have attained the age of sixteen; (2) have not graduated from high school and have not been recognized as having achieved an equivalent level of education; and (3) are not now regularly enrolled in school." Thus, a student "regularly enrolled in school" cannot also be enrolled as an adult basic education student. However, where it is determined by an individualized education program (IEP) team that adult education services are appropriate for a youth, the youth could attend adult education classes in accordance with his or her IEP.

If the LEA in which the student is enrolled as a special education student also provides the adult basic education services, the LEA would need to continue to count the student as a student with disabilities for state equalization aid and federal IDEA Part B funding. The student would not be counted as a person enrolled in the adult basic education program.

If the adult education services are to be provided through a program not affiliated with the student's school district, the LEA would have to contract with the ABE program for provision of the adult basic education services. The contract would specify that the school district would continue to count the student for the state equalization aid and IDEA Part B funds, but the student would not be counted for federal and state adult basic education funds. The contract would further specify the adult basic education services to be provided and the cost of those services. With this contract the student would receive the adult basic education services needed and still be eligible for special education and related services because he/she is still enrolled in a public school.

When a youth already enrolled in an adult basic education program is found to need special education or related services, the youth would need to terminate enrollment from the ABE program and enroll in the LEA. The youth would then receive special education services through the LEA and the LEA would contract, if necessary, with the ABE program to continue providing appropriate adult education services. In many cases, the student may obtain needed credits throughout the ABE program while receiving such services as consultation, counseling, and transition from the LEA.

Q: Are schools and adult education programs required to provide accommodations?

A: If a disability is confirmed with supporting documentation, the program is legally obliged to provide needed accommodations for the learner. Adult educators are likely to be interested in providing accommodations for anyone who needs help. When a disability is obvious and the needed accommodation is readily achievable, no documentation may be required. Examples might include a person using a wheelchair who requests that a desk be raised or a person with obvious arthritis who requests pencils with rubber grips. Some accommodations may have a significant cost, however, and verifying a disability may be important. With verification, you are also better prepared to deal with questions raised by other learners about the basis for deciding who receives accommodations.

Q: Why is verifying a disability important to a learner?

A: Verifying a disability may be important in other situations than just adult education. Adult learners will need disability verification for accommodations on some state or national tests (e.g., GED, SAT, LSAT, ACT or GMAT) or local entrance tests for vocational or technical schools. Another situation that requires disability verification is when people seek entrance to or accommodations in postsecondary settings. For example, to have special testing accommodations or instructional modifications, verification of a disability would be necessary. The employment setting is another situation in which people may ask for accommodations related to their work. In such cases, an employer may ask for relevant disability information.

Q: How could a program benefit from the documentation?

A: Just as learners benefit from documenting their disabilities, program staff also benefit. For example, disability verification may include relevant information about a learner's functional performance and previous accommodations. In addition, learners who are clients of other agencies (e.g., vocational rehabilitation, social and welfare services, or independent living centers) may receive assistive devices needed for accommodations from that agency. Such an agency requires disability confirmation and may have needed information readily available. Accommodating learners will increase their success and retention in the program.

In some cases, obtaining documentation may take several weeks or even months. Do not withhold services if confirmation is not readily available. Rather, begin taking whatever steps are possible until confirmation can be obtained.

Step 1: Explain disability, associated rights, and responsibilities

A reasonable assumption is that many persons who seek assistance in adult education are unaware that Federal legislation (e.g., the *Americans with Disabilities Act (ADA)* and *Individuals with Disabilities Education Act (IDEA)*) offers certain protections and entitlements to persons with disabilities. Explaining information on legal rights and responsibilities to learners is the first step in disability confirmation.

As part of the program enrollment or orientation process, information about disabilities, rights, and responsibilities should be explained to learners. The explanation should incorporate both written materials and an oral discussion that encourages learners to ask questions.

Learners may not immediately identify their disability. Even when prompted about a possible disability, a learner may not indicate history of or a current disability-related problem. Over time, instructors may observe the individual and review completed work to learn about previous disability determination (e.g., "Reading seems so difficult for you. Do you remember learning to read in earlier school experiences? Have you been tested about your reading?). Multiple problems may be associated with waiting for instructor prompts, including: dependence on learner failure; lost time; learners may leave program because of failure; the instructor may not notice the problem(s).

The following pages include a sample script and a two page handout or overhead that may be useful in explaining legal rights and responsibilities associated with disabilities. These items are also provided in the "Duplication Masters" packet for your convenience.

Explanation of Learner Rights and Responsibilities

This section provides additional information about the legal protection of individuals with disabilities or for individuals treated as if they had a disability. The following script (in bold) might be used to explain legal protection to learners during an enrollment or orientation activity. Distribute copies of the Legal Rights and Responsibilities Reference Sheet (following pages) to learners for this presentation.

Some of you may want to complete technical college, job-related, or GED exams. Is anyone planning to get their GED?

Did you know you can sometimes have accommodations such as extended time or testing in a separate room to complete the exams?

Individuals with disabilities have legal protections that include the right to accommodations in instruction and testing.

An accommodation helps a person with a disability get a fair chance to succeed.

We will quickly review those rights because they may apply to some of you. Some of your rights in this program are designated by federal law. Those rights are included on this page.

(Display overhead). Review rights with them and then responsibilities.

Most important among your responsibilities is that you let us know if you have a disability and believe you would benefit from any accommodations.

If you are entitled to an accommodation, we want to know as soon as possible so we can plan an accommodation for your assessments, instruction.

Grant Award Acknowledgment

These pages regarding the rights and responsibilities for persons with disabilities were developed on a grant awarded to the University of Kansas, Center for Research on Learning. The project title was "The Development and Validation of a GED Proficiency Attainment Model for Students with Learning Disabilities and Severe Emotional Disabilities." PR/Award Number H023P30008. Daryl Mellard and David Scanlon were KU staff working on the project, which was 100% Federally funded through the US Department of Education, Office of Special Education Programs. The grant period was 1/1/94 through 12/31/97. Total funding was $812,127.

Rights and Responsibilities for Persons with Disabilities

We are committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. As part of our commitment, we want to ensure your rights and responsibilities are understood and avoid any discrimination in services to you.

LEARNER RIGHTS

- Some free adult education services
- Staff meets needs of students with a disability
- No discrimination
- Use of barrier-free facilities
- Evaluation for appropriate placement
- Accommodations, modifications, or auxiliary aids during learning and tests

LEARNER RESPONSIBILITIES

- Self-identify as having a disability if you seek accommodations
- Request services (your choice)
- Document your disability through testing and assessment reports by professionals such as a physician, educational counselor, psychologist, special education teacher, or rehabilitation counselor

ACCOMMODATIONS

Some of these accommodations may be appropriate for you:

- Class and test settings free from interruptions and distractions
- Extra time for testing and learning
- Aids for students with impaired sensory, manual, or speaking skills, to be used in the school environment

Examples:

Hearing Disability	~ written instructions/information ~ oral or sign language interpreters ~ Assistive Listening Devices (ALD)
Visual Disability	~ readers ~ taped text ~ large print text ~ Braille text ~ taped, typed, or dictated test answers
Manual/Physical Disability	~ note-takers ~ adapted classroom equipment ~ architectural accessibility
Learning Disability	~ note-takers ~ repeated instructions/directions ~ quiet room without auditory or visual distractions ~ taped or typed answers ~ individual testing ~ extended time

The program's enrollment materials may include questions about disabilities. Adult education programs can include items that ask the individual to identify a current disability or history of a disability. Below are some questions that could be included on an enrollment form.

Instructor Tips

1) Learners may not make a connection between special education experiences in school and having a disability. Therefore, ask learners if they had special teachers or testing when they were in school.
2) Ask learners for copies of reports from teachers, psychologists, or doctors that were important to their schooling. Even grade cards may contain information about special class placements.
3) Inquire if learners are clients of vocational rehabilitation or receive Supplemental Security Income (SSI) or Social Security Disability Income (SSDI) as these programs are for persons with disabilities. Though you may find a learner has a disability, remember that not all persons with disabilities need an accommodation in adult education.
4) While the initial presentation about disability rights and responsibilities may be in a group format, subsequent questions should be in a private setting, assuring confidentiality and a trusting relationship with staff.
5) Remind learners all disability information is voluntary and confidential. Learners do not need to disclose a disability but access to accommodations often requires disclosure.

Adult education programs conduct enrollment and orientation in various formats. In some programs, the format is group enrollment in which everyone completes the enrollment materials together. Other programs may have an individual complete the required paperwork and review it with an instructor. While general information about disabilities can be provided in a group setting, individual queries with a learner should be done separately. Reviewing disability information in a confidential setting is important.

Possible Enrollment Questions

1) Do you have any special needs we should know?
2) Are there any reasons why this program may be difficult for you?
3) Do you have any limitations we should know to better help you?
4) Do you have any health-related problems we should know to better help you?
5) Were you in special education or related services in school?
6) Have you been diagnosed as having a disability?
7) Do you think you may have a learning disability?

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Step 2: Obtain disability documentation

Some learners may have copies of materials that document their disabilities. These copies are important for verification. Similarly, documents are useful and most often necessary when requesting accommodations in an employment or postsecondary setting or from an outside agency (e.g., the GED Testing Service). While local adult education programs may not encounter difficulties when accommodating learners, other agencies, postsecondary settings, or employers may want extensive documentation.

Have learner(s) sign a **consent form** (see next page) that allows the adult education program to obtain copies of materials that verify a disability.

On the consent form, be as specific as possible about the information requested (e.g., reports and test scores). For medical disabilities, a physician's diagnosis is typically sufficient. Some other disabilities may require the results of educational and psychological testing for verification. Such disabilities include psychological disabilities, learning disabilities, developmental disabilities, and attention deficit disorders. For educational disabilities, request scores on intelligence, aptitude, achievement, language, and motor tests. If you know the names of tests, identify them by name. This information is helpful if someone else has to verify a disability. For example, if an examinee requests an accommodation on the GED, results of the evaluation(s) are typically requested. (See an example of a GED accommodation request on pages 38-39 of the Implementation Section.)

Instructor Tips

1) Give learners a copy of signed consent form(s) for their records.

2) Do not assume one consent form will be sufficient. You will need a separate consent form for each agency (e.g., social security administration, schools, psychologists, counselors, case workers, physician clinics, mental health agencies, and hospitals).

3) Learners can only give informed consent when the consent forms include a description of the information you are requesting.

4) Informed consent also means learners know how the information will be used and who will have access to the information.

6) The GED Testing Service has special forms for documenting disabilities and requesting accommodations. Different forms are required for different disabilities. Reviewing the appropriate form with the learner provides an opportunity to show how the information may be helpful to the learner. (See a completed form in Implementation section.)

Sample Consent Form

(see completed examples in Implementation section)

"Name of Program"
Consent to Release Records

Adult Learner Birth Date Social Security Number

I hereby give my permission for the Adult Learning Center to release or obtain information or records that pertain to my course of study and/or to accommodations or equipment that may be useful for me.

The following records or information may be gathered:

Records:	**Source:**

I understand that I may discontinue this agreement at any time by simply informing the Adult Learning Center that they no longer have my permission to disclose or obtain information about me.

Expiration date* (specify if desired): ____________________

Comments:

(Here you may want to reiterate that you want only records directly relevant to confirming a disability and/or documenting past usage of accommodations, assistive technology, or adaptive equipment.)

Signed: ______________________________ Date: ____________________

* This release form expires one year from date of signing, unless otherwise specified

On the consent form, emphasize your request not only for documents related to disability verification but also information about disability interventions, especially accommodations that were used. Information about interventions may be included in records such as Individual Educational Plans, Individual Transition Plans, or progress records and may be relevant to planning accommodations at the adult education center. Distinguish between accommodations that were *used*, not just *recommended*. Needed accommodations may change depending on context. Therefore, what was needed and recommended could change in the adult education context.

The program staff has legal responsibilities regarding identifiable information. Documentation of disability information must be kept in a secure location with restricted access just as other confidential information is secured (e.g., enrollment information).

Step 3: Review disability documentation

Review the records with the learner to verify materials were received. This review will give you and the learner a basis for further discussions about goals and how they might be reached.

Identify and record the documented disability in the learner's records with enough detail so anyone making a subsequent inquiry will have sufficient information (e.g., name, address, and type of records) for obtaining comparable materials. Recording disability information on the enrollment form is helpful. Enrollment forms provide a summary of information that is included in state and federal reports, which frequently collect information regarding the number of persons with disabilities.

A cautionary note for adult educators is also appropriate. Disability confirmation is very different from reviewing the records or test results of a comprehensive psychological or educational evaluation. Few adult educators have sufficient training or experience to determine if a disability exists. Do not get trapped into making determinations unless you have commensurate training and experience. The intent is to record information about a disability someone else assessed as impairing a major life activity (e.g., learning, walking, working, etc.).

Instructor Tips

1) Review documentation to ensure no statements are included prohibiting review by the learner.
2) Some state departments collect information about the number of learners who have verified disabilities. Record information so an accurate report can be made.
3) Results from a single test are often insufficient for determining whether a disability exists. Thus, try to get copies of all assessments that have been performed before determining accommodations.
4) Physical and sensory disabilities are typically determined by physicians' assessments. A physician is likely to share the diagnosis, not the results of multiple assessments. In general, your concern is the educational implications of the diagnosis, not the test results.
5) Neither *Section 504* nor the *ADA* delineate the documentation that may be requested for determining a learner's disability. As a rule, requests for documentation should be **reasonable and necessary**.

Test results may be sketchy or unavailable for many learners. The documentation may be insufficient for deciding whether a disability was determined. In this case, other records or additional assessments may be necessary. To seek additional testing, identify appropriately trained professional staff in the community who have credentials for testing and interpretation. Staff might find it helpful to contact community agencies for names of resources (see list on following page.). The resources might be listed on a page that could be shared with learners. Additional agencies and services are also listed in the *Compendium of Resources and Materials.*

The next step in determining accommodations is an informal assessment. This assessment is completed in the second component.

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Community Resources for Confirming Learning Disabilities

Specific learning disabilities occur more often than you might think. They make reading, writing, and arithmetic very difficult for some people. For other people, a learning disability makes communication and comprehension very difficult. A number of people in most communities can help with learning disabilities. They can help with testing for learning disabilities and finding services.

Who can help?

1. For the person under the age of 22 and who did not complete high school, the school district provides free testing if a disability is suspected. Prepare to explain why a disability is suspected.
2. Check with the local office of vocational rehabilitation. In the phone book, the white pages listing would likely be "Kansas, State of — Vocational Rehabilitation Services." If guidelines are met, testing is free.
3. A psychologist working for the school district may help. Fees for such an evaluation are usually very reasonable. The school district staff has names of local school psychologists.
4. The community mental health agency would include staff who complete testing for learning disabilities.
5. If a college or university is nearby, training programs in areas such as school psychology, clinical psychology, and counseling psychology have students who need to practice testing under supervision of a faculty member.
6. Some employers have services to assist employees with testing for disabilities.
7. Some communities have psychologists in private practice who might complete testing for learning disabilities.
8. If the local or regional hospital provides mental health services, staff members could complete the testing.
9. Several organizations may be able to help locate assessment services. They include the Learning Disabilities Association of America or the Orton Dyslexia Society. Check for a local chapter.

This listing is not complete but will provide some ideas for the testing of learning disabilities.

Functional Needs Assessment Component

Necessary Information:

Descriptions of tasks and environments in which the person needs to function

Steps:

1) Complete the *Functional Needs Interview*
2) Identify previous approaches or accommodations for meeting goals

Results:

Current performance levels are documented

Component Materials List:

Functional Needs Interview: Interviewer Protocol
Functional Needs Interview: Learner Protocol
Learner Questionnaire (2-page)
Functional Needs Interview Guide

Notes

Introduction

In the last component information about the learner's disability was documented. With the Functional Needs Assessment Component, the adult educator can determine how the disability might influence the learner's goals. The activities in this component focus on assessment of the learner's areas of **difficulties that inhibit goal attainment.** In this assessment, information about learner's previous experiences in meeting goals are reviewed and needs assessed. The assessment is completed using the *Functional Needs Interview.*

Additional information is provided in this component about the functional impact of various disabilities. Extensive publications, including monthly journals and professional books, are published about various disabilities. These few pages have some basic information to serve as an overview to disabilities. Specific information can be obtained through various resources listed in the *Compendium on Resources and Materials.*

Questions and Answers

Q: Will I complete a *Functional Needs Interview* with all learners?

A: Not every learner needs an interview. Use the interview for learners whose disabilities create problem areas in the adult education environment.

Q: Do I complete the entire interview?

A: Not all parts of the interview will be used for all learners. The interview is meant to be selective, so use a section whenever applicable. For example, general problem areas or work areas may be apparent. Thus, focus on those areas in the interview. The interview is not meant to replace what you know, but is useful when you lack information about the specifics of a disability, and to open a dialogue with the learner.

Q: Where do I find a copy of the interview?

A: The first page of *Functional Needs Interview Protocols* for the interviewer and learner along with the *Learner Questionnaire* can be found in the next section. (See "Duplication Masters" packet for entire *Protocols*.)

Instructor Tip

In the national field test several sites allowed the learners to fill out the interview form independently. We do **NOT** recommend that the *interview* be used as a written *questionnaire* completed by the learner. The interview was designed to promote a dialogue between the educator and learner, and learners often have difficulty interpreting the nature of a particular question without follow-up questions or rephrasing. In addition, those with reading or writing challenges may become frustrated and/or unable to provide potentially valuable information in this format.

Use of the two-page *Learner Questionnaire* is necessary, follow the questionnaire with a discussion between educator and learner. Clarification and affirmation of the written information provided by the learner are essential steps in the accommodation selection process.

Q: When would I use the Questionnaire for Learner?

A: The Questionnaire was designed for program staff who feel unable to complete the *Functional Needs Interview* as it was designed, i.e., as an interview. The Questionnaire contains information similar to the first page of the *Functional Needs Interview.*

Q: What if the learner gives all "no" or all "yes" answers in the initial questions on the *Functional Needs Interview*?

A: Come back in a couple weeks or elicit information about only the greatest problem areas.

Step 1: Complete the *Functional Needs Interview*

For most individuals with disabilities, the challenges they confront are not new. For example, the learner with a visual impairment is challenged in an adult education setting as he or she is elsewhere. Accommodating needs in the adult education program may require combining modifications familiar to the learner with some that may be unique to the learning environment.

Instructor Tip

A trusting and respectful relationship is important to a successful interview, especially when the interview covers personal issues such as problem areas, goals, and accommodations. The interview can build the relationship but has the potential to antagonize a learner. Therefore, assure the learner that information is confidential and desired only to assist him or her.

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Step 2: Identify previous approaches or accommodations for meeting goals

As part of the interview, ask questions about approaches the learner used previously. Descriptions of these accommodations, regardless of outcome, are needed.

A list of common accommodations for specific functional needs might be useful in reviewing previous accommodations. (See list at the end of this section.) These accommodations may have been useful in the past, but they may not be the best for a learner's current goals and context. Unless you are certain the learner's reading skills are very good, you will need to find a way to review the list together. Giving examples of accommodations on the list may be helpful (e.g., abacus, scribe, recorder, communication board, voice recognition software, and compressed speech).

This list is intended to help a learner recall past accommodations and provide ideas for new ones. As you review the list with a learner, he or she may realize modifications, alterations, assistive devices, etc. were used but did not consider them accommodations. This is important for planning subsequent accommodations.

Instructor Tips

1) We have worked with many adult learners who could read words such as "accommodation," "legal responsibility," or "otherwise qualified" but did not comprehend them. Explain terminology as you proceed with the interview.

2) Keep a record of previous accommodations.
3) Request the learner's relevant instructional or assessment records to help you understand his/her functional skills related to desired goals.

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Accommodations Review List

- Accept alternative forms of information sharing (demonstrations, taped instead of oral report, debates)
- Accept responses in demonstration or written format
- Adapt work surface (e.g. height)
- Adjust computer table heights
- Allow another learner to read material to learner before the learner is required to read
- Allow close placement in rooms
- Allow extra time to complete assignments
- Allow food in classroom
- Allow learner adequate time to acclimate to new areas, new staff, new learners
- Allow learner to bring support person to class when difficult changes are anticipated
- Allow learner to decide what task to do first, second, and third
- Allow learner to read/study at home, where equipment/technology is available that is not available in the classroom
- Allow learner to seek out different sources and intensities of light
- Allow learner to set up own schedule
- Allow learner to sit close to materials that must be viewed
- Allow learner to use a study partner
- Allow learner to wear brimmed cap to reduce glare
- Allow more time; avoid setting time limits
- Allow scribe or tape-recorder
- Allow student to stand up or lie down whenever necessary
- Allow the learner to type or use word processing
- Avoid lengthy periods of desk work
- Break work into smaller amounts
- Change door and aisle widths
- Color code keys on calculator or keypad
- Decrease the need to read handwritten materials, such as notes or comments
- Demonstrate tasks to be completed in small steps
- Eliminate background noise
- Encourage breaks and physical movement during breaks
- Encourage learner to change positions every 10-15 minutes to prevent pain and fatigue
- Encourage learner to wear comfortable clothes
- Enhance contrast of desk edges and other protruding objects with colored tape
- Enhance visibility of small objects with brightly colored tape
- Experiment with different writing utensils (felt tip pen, pen, pencil, oversized pencil)
- Free work area from distractions; use carrel or quiet corner

- Give explanations in small, distinct steps
- Give extra response time
- Have audio-taped presentation of items or for recording responses
- Have group discussions in a semicircle so hearing impaired can see everyone
- Have learner chew gum, licorice, lollipops
- Have learner repeat directions orally, or use a written clue
- Have learner sit close to the teacher, far from the window, in a study carrel, or near a quiet corner
- Have learner work with a partner who will cue learner to stay on task
- Help learner know what to expect, outline day's plan
- Help learner set time goals for each task
- If student is unable to maintain comfort in class, allow work at home, checking in by phone, or weekly/biweekly at center
- Keep materials in file folder
- Keep room arrangement constant, unless change is required for better access
- List assignments with instructions on the blackboard
- Lower lights, adjust room temperature
- Organizational aids (i.e., cue cards)
- Post daily routine, discuss changes as soon as possible
- Provide a checklist of assignments
- Provide a talking calculator
- Provide adjustable lamp, lighting
- Provide an alphabet chart (manuscript and cursive styles)
- Provide an assistant to read and/or tape items
- Provide an interpreter
- Provide checklists for assignments
- Provide clear, predictable break between two activities
- Provide shorter assignments
- Provide slate and stylus or brailler for Braille writing
- Provide specified time frame for task completion
- Provide speech synthesis for reading on the computer screen
- Provide visual cues (such as flashing lights for timed tasks)
- Provide written copy of oral directions and lectures
- Provide yellow acetate overlays or other yellow filter (to enhance print contrast)
- Refer for low vision treatment
- Require less writing
- Rewrite the student's text
- Shortened work intervals
- Specify time frame to complete task; use a timer
- Stand directly in front of a learner who is lip reading
- Store cords and other hindrances away from traveled areas
- Tape the material and allow reading along
- Teach alternate methods of holding the writing utensil
- Teach layout of the classroom; provide Braille maps of facilities
- Teach learner to make cue notes

- Teach mnemonic strategies
- Teach typing and word processing skills
- Try different writing surfaces such as different types of paper, more than one layer, or sandpaper underneath paper
- Use a backpack or briefcase to keep things together
- Use a computer to track materials and assignments
- Use a computer with a larger display
- Use a computer with speech recognition capabilities
- Use a microphone/amplifier combination
- Use a notebook to keep track of materials and assignments
- Use a paper stabilizing device (tape)
- Use a timer
- Use a typoscope when reading
- Use adapted computer capabilities, such as Zoom Text
- Use adaptive devices such as grips, rulers, guides, paper with raised lines, or universal cuff
- Use a communication board
- Use an abacus
- Use appropriate magnification devices
- Use Braille texts
- Use carrel, earplugs
- Use color code or visual cue when correcting learners' papers
- Use compressed speech
- Use computer hardware such as key guard to prevent multiple simultaneous keystrokes
- Use computer software or calculator
- Use computer software such as voice recognition
- Use computer synthesized speech
- Use different kinds of chairs (beanbag, rocking, therapy ball)
- Use different types of input such as audio tapes
- Use earphones (if music decreases distractibility)
- Use fidget objects (paper clips, small balls) to relieve tension
- Use graph paper
- Use graph paper or wide lined paper
- Use large print
- Use large, bolded print texts and materials
- Use larger type face while word processing
- Use lumbar support chair, footstool
- Use manipulatives (e.g. blocks, cuisinaire rods)
- Use print scanner
- Use rocking chair for calming effect
- Use signing, lip reading, or an interpreter
- Use soft, relaxing music (if it is not distracting)
- Use sound absorbing surfaces
- Use step by step checklists for completing tasks
- Use white noise
- Work on only one subject at a time

Accommodations by Functional Need

Reading

- Rewrite the student's text
- Allow extra time
- Provide shorter assignments
- Allow another learner to read material to learner before the learner is required to read
- Use large print
- Use larger type face while word processing
- Encourage learner to use typoscope
- Tape the material and allow reading along
- Decrease the need to read handwritten materials, such as notes or comments
- Provide a talking calculator
- Allow learner to seek out different sources and intensities of light
- Provide speech synthesis for reading on the computer screen

Accessing Information with Low Vision

- Refer for low vision treatment
- Use appropriate magnification devices
- Use large, bolded print texts and materials
- Allow extra time
- Provide typoscope
- Allow learner to sit close to materials that must be viewed
- Provide yellow acetate overlays or other yellow filter (to enhance print contrast)
- Provide an assistant to read and/or tape items
- Have audio-taped presentation of items
- Use of a computer with a larger display
- Color code keys on calculator or keypad
- Use adapted computer capabilities, such as Zoom Text
- Allow learner to seek out different sources and intensities of light
- Provide adjustable lamp, lighting
- Allow learner to wear brimmed cap to reduce glare
- Use of a computer with speech recognition capabilities

Accessing Information with No Vision

- Use Braille texts
- Provide slate and stylus or brailler for Braille writing
- Allow learner to read/study at home, where equipment/technology is available that is *not* available in the classroom
- Provide an assistant to read and/or tape items
- Have audio-taped presentation of items or for recording responses
- Use of a computer with speech recognition capabilities
- Use print scanner

Handwriting

- Provide an alphabet chart
- Teach alternate methods of holding the writing utensil
- Use adaptive devices such as grips, rulers, guides, paper with raised lines, or universal cuff
- Use a paper stabilizing device (e.g., Scotch tape)
- Allow the learner to type or use word processing
- Use computer software such as voice recognition
- Use computer hardware such as key guard to prevent multiple simultaneous keystrokes
- Experiment with different writing utensils (felt tip pen, pen, pencil, oversized pencil)
- Try different writing surfaces such as different types of paper, more than one layer, or sandpaper underneath paper
- Use graph paper or wide lined paper
- Adapt work surface (e.g. height)
- Allow more time; avoid setting time limits
- Have shortened work intervals; encourage breaks
- Allow scribe or tape-recorder

Require less writing

Solving Math Problems

- Have smaller tasks
- Use manipulatives (e.g. blocks, cuisinaire rods)
- Allow extra time
- Have shortened work intervals
- Use an abacus
- Use computer software or calculator
- Use graph paper
- Use lined paper oriented vertically

Remembering

- Teach learner to make cue notes
- Write all assignments in assignment book
- Use step by step checklists for completing tasks
- Demonstrate tasks to be completed in small steps
- List assignments with instructions on the blackboard

Paying Attention to Oral Directions

- Give explanations in small, distinct steps
- Provide written copy of oral directions and lectures
- Provide visual cues on chalkboard or overhead
- Have learner repeat directions orally, or use a written clue

Attention to Task

- Free work area from distractions; use carrel or quiet corner
- Use sound absorbing surfaces
- Allow more time to complete assignments
- Use a typoscope when reading
- Use different types of input such as audio tapes
- Avoid lengthy periods of desk work
- Specify time frame to complete task; use a timer
- Encourage breaks and physical movement during breaks
- Have learner work with a partner who will cue learner to stay on task

Use white noise

Getting Started

- Break work into smaller amounts
- Allow learner to decide what task to do first, second, third
- Help learner set time goals for each task
- Help learner develop a checklist for each step of the task
- Assign peer coaches
- Use a timer

Staying on Track

- Provide specified time frame for task completion
- Provide checklists for assignments
- Use carrel, earplugs
- Use earphones (if music decreases distractibility)
- Use a typoscope if learner is distractible while reading

Staying Organized

- Use mnemonics
- Use a notebook to keep track of materials and assignments
- Use color code or visual cue when correcting learners' papers
- Keep materials in file folder
- Work on only one subject at a time
- Provide a checklist of assignments
- Use a backpack or briefcase to keep things together
- Use a computer to track materials and assignments

Dealing with Change

- Help learner know what to expect, outline day's plan
- Post daily routine, discuss changes as soon as possible
- Allow learner adequate time to acclimate to new areas, new staff, new learners
- Provide clear, predictable break between two activities
- Allow learner to bring support person to class when difficult changes are anticipated

Frustration

- Have shortened work intervals
- Allow more time for tasks
- Set up break times; allow physical movement during breaks
- Use rocking chair for calming effect
- use soft, relaxing music (if it is not distracting)
- Use study carrel to decrease distraction
- Allow learner to set up own schedule

Accessing Information with Impaired Hearing

- Provide written copy of oral directions and lectures
- Use a microphone/amplifier combination
- Provide visual cues (such as flashing lights for timed tasks)
- Allow close placement in rooms
- Stand directly in front of learner
- Provide an interpreter
- Use compressed speech
- Eliminate background noise

Accessing Information with No Hearing

- Provide written copy of oral directions and lectures
- Use signing, lip reading, or an interpreter
- Provide visual cues on chalkboard or overhead
- Have group discussions in a semicircle so hearing impaired can see everyone
- Stand directly under the learner who is lip reading

Accessing Facilities with Low or No Vision

- Teach layout of the classroom; provide Braille maps of facilities
- Enhance visibility of small objects with brightly colored tape
- Keep room arrangement constant, unless change is required for better access
- Enhance contrast of desk edges and other protruding objects with colored tape
- Store cords and other hindrances away from traveled areas

Expressing Self Verbally

- Accept alternative forms of information sharing (demonstrations, taped instead of oral report, debates)
- Give extra response time
- Use computer synthesized speech
- Communication board
- Use signing or an interpreter
- Accept responses in demonstration or written format
- Organizational aids (i.e., cue cards)
- Allow learner to use a study partner

Accessing Facilities in a Wheelchair

- Adjust computer table heights
- Change door and aisle widths
- Store cords and other hindrances away from traveled areas

Sitting Tolerance: Sitting Increases Agitation and Distraction From Task

- Use fidget objects (paper clips, small balls) to relieve tension
- Allow food in classroom
- Have learner chew gum, licorice, lollipops
- Encourage learner to wear comfortable clothes
- Use different kinds of chairs (beanbag, rocking, therapy ball)
- Have learner sit close to the teacher, far from the window, in a study carrel, or near a quiet corner
- Lower lights, adjust room temperature
- Encourage breaks; encourage physical movement during breaks

Sitting Tolerance: Sitting Causes Pain or Fatigue

- Allow student to stand up or lie down whenever necessary
- Allow extra time to complete assignments
- Use lumbar support chair, footstool
- If student is unable to maintain comfort in class, allow work at home, checking in by phone, or weekly/biweekly at center
- Encourage learner to change positions every 10-15 minutes to prevent pain and fatigue

Disabilities and Possible Challenges in the Learning Environment

It is unrealistic—and unnecessary—to believe an adult educator can or should become an "expert" in all aspects of a disability in order to provide a learner the best academic environment. Focus instead on "essential classroom functions"—necessary tasks and interactions the learner will encounter in your setting that must be negotiated to be successful.

Disability and assessment issues must be discussed openly with the learner. Adult educators should feel a strong imperative to complete this task. The learner's constellation of strengths and challenges will be unique; no two learners with the same disability will face the classroom in the same way. The *ADA Handbook* warns: "public entities are required to ensure that their actions are based on facts applicable to individuals and not on presumptions as to what a class of individuals with disabilities can or cannot do."

The following lists are provided to give examples of challenges learners with disabilities may face in the classroom setting. The issues addressed coincide with the questions on the *Functional Needs Interview* so you can target the issues a learner may be confronting in your setting.

Vision Loss

- Reading regular size print (or reading any print at all if one has little or no vision)
- Reading without good reading light
- Seeing detail (such as print) without good contrast
- Following a line of print without losing one's place or finding the next line
- Reading so slowly that context is lost
- Writing legibly, especially with standard pens or pencils (or writing at all if one has little or no vision)
- Dealing with glare (often much more sensitive than those without vision loss)
- Moving around the classroom without bumping into objects or tripping over cords, etc. that are of low contrast
- Knowing who is addressed in a conversation, especially when in a room with many people

Hearing Loss

- Hearing directions, explanations, etc. given by the educator
- Hearing questions, comments, etc. offered by other learners
- Hearing only part of what is going on; misunderstanding what is said
- Dealing with ambient noise in the classroom
- Communicating wants and needs verbally (depending on the extent and onset of the hearing loss)
- Speaking more loudly than necessary
- Writing with proper sentence structure, grammar, etc. (depending on the duration and extent of the hearing loss)
- Communicating by telephone
- Frustration, fatigue, or stress due to straining to hear

Mental or Emotional Disabilities

- Concentrating for an extended period of time
- Feeling restless
- Feeling anxious or withdrawn
- Getting started on tasks
- Feeling frustrated
- Dealing with changes in the classroom setting
- Staying on task
- Interacting with others
- Displaying unusual repetitive physical behaviors or verbalization

Recovery from Substance Abuse

- Memory Loss
- Cognitive impairments (which can mimic some of the difficulties experienced by those with learning disabilities)
- Attending class on a fixed schedule—may need flexibility to attend therapy sessions and find alternate transportation (if license has been revoked)
- Difficulty dealing with loosely structured tasks and settings
- Staying on task or working toward goals without frequent and regular reminders or reviews

Attention Deficit-Hyperactivity Disorder (ADHD)

- Attending to and staying on task
- Getting started
- Sitting to complete a task or sitting without becoming restless or fidgety
- Dealing with frustration/becoming frustrated easily
- Staying organized
- Getting along with other learners
- Controlling impulsiveness

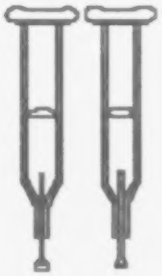
Attention Deficit Disorder (ADD)

- Attending to and staying on task
- Staying organized
- Getting started and/or staying on task

Learning Disability

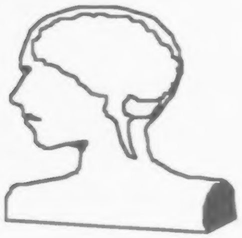
- Strong preference of one or more academic areas over others
- Word recognition
- Reading comprehension
- Listening comprehension
- Math calculations
- Math reasoning tasks
- Understanding written information
- Written expression
- Oral language expression
- Monitoring performance
- Remembering information
- Understanding auditory information (such as verbal directions)
- Attending to only the relevant information
- Getting or staying organized
- Changing from one subject area to the next
- Getting started
- Social perception and interactions

Physical or Orthopedic Disabilities



- Walking
- Maintaining balance
- Sitting for a period of time without experiencing pain, discomfort or fatigue
- Writing
- Turning pages, lifting, or repositioning books and other materials, etc.
- Holding head upright or steady to read and write
- Expressing self verbally
- Stabilizing papers, books, etc.
- Staying on task without becoming fatigued or losing endurance

Head Injury or Stroke



Challenges vary widely, depending upon the location and extent of the injury

- Any of the challenges noted under "Physical/ Orthopedic Disabilities"
- Any of the challenges noted under "Vision Loss"
- Dealing with verbal language—speaking, understanding, reading, writing
- Remembering/retaining information
- Dealing with impulsiveness and low frustration tolerance
- Attending to task
- Getting started
- Handling change in the classroom

Systemic Conditions

This includes chronic health problems such as AIDS, asthma, cancer, diabetes, epilepsy, etc.

- Dealing with chronic or intermittent pain or discomfort
- Dealing with fatigue or low endurance
- Concentrating
- Attending classes during "flare-ups"
- Attending classes during certain times of the day
- Dealing with changes in behavior during medication adjustment periods
- Nausea, drowsiness, dry mouth or other side effects from medication

These lists should be used only for a general idea of the kinds of challenges that might be experienced. For example, a learner with diabetes may not experience any difficulty in the classroom related to that physical condition and may not ask for or need accommodations. Another learner with diabetes may experience problems dealing with symptoms and demonstrate a need for some adjustments in the classroom setting. Still another learner may have diabetes as well as a learning disability and will, thus, bring a different complement of strengths and challenges to the classroom.

In the *Compendium of Resources and Materials*, organizations and agencies are listed that provide additional information about the disability, possible referral sources, and resources.

Functional Needs Interview

The *Functional Needs Interview* is an individually administered assessment procedure. The interview is useful for assessing a learner's areas of difficulty and approaches to difficulties. Approaches include accommodations or other interventions previously used regardless of the outcome. The interview questions also elicit information about the learner's current approaches to successfully functioning in problem areas.

Upon completion of the interview, the learner and instructor will have a basis for planning appropriate interventions or other accommodation strategies.

Materials

Interviewer Protocol

A copy of this protocol is used with each learner completing the interview. The interviewer records the learner's responses on this protocol. The first page is included here - additional pages are in the "Duplication Masters" packet.

Learner Protocol

This protocol is given to the learner during the interview. No writing is done on this version and the interview questions are formatted so the learner can follow along. The first page is included here - additional pages are in the "Duplication Masters" packet.

Learner Questionnaire

This questionnaire is similar to the first page of both the *Interviewer Protocol* and the *Learner Protocol.* It is designed for program staff who feel unable to complete the *Functional Needs Interview* as it was specifically designed, i.e., as an actual interview. It is strongly recommended that you complete the interviews; not only will find that you obtain more information, but you will gain a greater rapport with the learner as well. This questionnaire consists of only two pages, which are given at the end of this section and are also available in the "Duplication Masters" packet. Remember to follow the questionnaire with an oral discussion between you and the learner.

Getting Started

Prior to working with learners, duplicate copies of the protocol pages so that they will be available. Have copies available for the examiner and the learner.

Rather than collating all of the pages, have the pages sorted so that the interviewer can easily select the relevant page (e.g., reading, doing math, staying on task, and so on).

Administration Directions

Step 1: Build rapport with the learner
The interview items request personal information from the learner. Since most persons are reluctant to discuss their limitations, good rapport with the learner is essential. Thus, you may need to interact with some learners over several occasions before rapport, mutual respect and trust are established. As a rule, the more different you are in values, norms for behavior, style of dress, language, culture, and expectations, the longer you will need in establishing rapport.

Step 2: Introduce the interview to the learner
Interviews should be conducted in an area so the learner has a reasonable expectation of confidentiality. If other instructors or learners are likely to hear the learner's answers, the answers may not be as honest.

Explain to the learner that in planning instruction and selecting curriculum, information about disabilities is very helpful.

The following text may be paraphrased to suit the learner:

I want to spend a little time with you talking about areas you want to work on to reach your goals. For some students with disabilities, we can provide accommodations or other means of instruction that can help with learning and testing.

I want to assure you our discussion is confidential and I will only share the information with instructors who will be working with you.

(Hand the learner a copy of the *Learner Protocol*) **Here's a copy of the information I want to talk to you about. I hope you will feel free to ask me about any questions you find confusing. Do you have any questions now?**

I will write the information on the copy that will stay with your records in our program. Are you ready?

Let's begin.

Read the questions on the *Interviewer Protocol*. Depending on the skill level of the learner, you may want to point to the question on the *Learner Protocol*.

Record responses in sufficient detail so another instructor would understand. As much as possible, use the learner's exact words. Do not record everything that is said, only relevant perceptions and facts are important.

Answer any questions the learner may have.

If you are unsure of a response, ask for clarification. One way to clarify is to paraphrase the answer and ask if you are correct.

Part 1
The learner is asked to identify work areas. Read through the entire list and check work areas the learner identifies.

Which of the following areas do we need to focus on to help you achieve your goals?

Part 2

If the learner indicated more than 3 work areas, you have two tasks. Help the learner decide on which areas to focus initial efforts, as you cannot plan and implement all accommodations at once. Accommodations may be needed in all areas but providing the accommodations may require you agree to a sequential order.

1) Read the list of items marked in part 1 to the learner.

2) Work with the learner to determine which work areas are most important. With this information, you will know where to begin providing accommodations. Use this information as a general guideline in planning your next steps. Realize a learner may change his or her mind for a variety of reasons.

After marking individual areas, go to the detailed questions for each area and ask those questions. For detail questions, give the learner the corresponding interview page

This page has some additional questions. Let's see what kinds of challenges you encounter in each area. This will help us when we need to think about choosing accommodations for you.

After answering the individual problem area questions, check whether new information reveals priorities in an area so you can begin focusing accommodations.

Remember to check for records relevant to the disability area such as previous assessments, Individual Educational Plans, or accommodation documentation.

Scoring

Scoring requires you to check for sufficient information in planning accommodations according to a learner's needs. No calculations are required nor are learners scored in such a way to compare one person with another.

Interpretation

The results of the interview are used to plan accommodations using the *Matrix of Accommodation Strategies* found at the end of this section.

Training Requirements

The *Functional Needs Interview* is intended for use with adult learners working in literacy and adult education programs. The interview has been developed so the instructor can learn to successfully administer the interview with the learners in the program.

Learning to administer the interview can be accomplished by carefully reviewing the instructions and the interview protocols. **In your review of the instructions, notice that you would not use the interview with all of your learners and that the entire interview is not intended for administration with each learner.** The following reminders are provided to ensure that the interview yields valid information.

- The structure of the interview is provided as a guide to economize the use of the interviewer's and learner's time. The order of questions can be changed to accommodate the learner's needs.
- The wording of the items helps to focus the discussion on those aspects that are relevant to accommodations for learning and assessment but the items can be reworded to improve their understanding.
- The information is confidential and thus, the interview should be conducted in a setting that protects the rights of the learner. Similarly, the protocols should be protected from review by others. Storage of the protocols with other confidential information may be inconvenient for ready access but is important for assuring the learner that the information will not become public.

- Read the entire directions for administration of the interview and become familiar with the protocol so that the interview will flow smoothly.
- Maintain an engaged approach with the learner, but be careful that your comments are supportive and not judgmental. You want the learner to feel comfortable in your discussion.
- Recall that the interview can be repeated as necessary. Some of the reasons that an interview might be repeated are that rapport was not as good as hoped, new information about the learner's disability became available, the learner's goals changed, or the instructional or performance demands changed.
- Follow-up questions can be important for eliciting information that will confirm your understanding of the learner's intent. Examples of follow-up questions include: Could you tell me more about that? What is an example of how you worked out an accommodation? What else should I know to help you with (describe the problem)? Be careful about not leading the learner to a particular answer or conclusion.
- In our pilot testing of the interview, we learned that phrasing the questions is very important to eliciting an appropriate answer, i.e., an answer that was on the topic of interest. Paraphrase the questions to assure their comprehension but also be cautious that the question still focuses on the content of interest. We found that we could too easily misdirect the learner and get answers that were not helpful in understanding the learner's goals, disability, or needed accommodations.

The next component helps the learner select an accommodation based on the information learned in this assessment component. Strengths and weaknesses of accommodations are discussed so an informed decision can be made.

Functional Needs Interview — Interviewer Protocol

Learner's Name: ______________________________ Date: __________
Interviewer: ______________________________

1. Which of the following areas do we need to work on to help you meet your goals? Please tell me all that apply to you.

_____ Reading (pages 2,3)
_____ Seeing things around the room (pages 2,3,)
_____ Writing/Spelling (page 4)
_____ Doing math (page 5)
_____ Paying attention (page 6)
_____ Staying on track (page 6)
_____ Getting used to changes in the classroom (page 6)
_____ Remembering (page 6)
_____ Getting frustrated (page 7)
_____ Hearing the teacher (page 8)
_____ Talking with the teacher and others (page 9)
_____ Getting my ideas across to the teachers and others (page 10)
_____ Getting into or around in the classroom (page 10)
_____ Sitting still or in one place for very long (page 11)

2. Are there any other areas in which you think you need help? __________
____
____

3. Did you have problems in these areas when you were in school? _____
____
____

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor?
____
____
____

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated? __________
____
____

Functional Needs Interview — Learner Protocol

1. Which of the following areas do we need to work on to help you achieve your goals?

Work Areas:
Reading
Seeing things around the room
Writing/Spelling
Doing math
Paying attention
Staying on track
Getting used to changes in the classroom
Remembering
Getting frustrated
Hearing the teacher
Talking with the teacher and others
Getting my ideas across to the teachers and others
Getting into or around in the classroom
Sitting still or in one place for very long

2. Are there any other areas in which you think you need help?

3. Did you have problems in these areas when you were in school?

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor?

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated?

Learner Questionnaire

1. Which of the following areas do we need to work on to help you achieve your goals? Please check all that apply.

_____ **Reading** (Do you read very slowly or have difficulty seeing the words?

_____ **Seeing things around the room**, like the blackboard or posters.

_____ **Writing/Spelling** (Do you have problems like mixing up letters or writing very slowly?)

_____ **Doing math** (Do you get numbers out of order or get confused by word problems?)

_____ **Paying attention** (Is it hard for you to listen to the teacher for more than a few minutes?)

_____ **Staying on track** (Do you get bored or distracted easily?)

_____ **Getting used to changes in the classroom** (Do changes in the classroom make you uncomfortable?)

_____ **Remembering** (Is it hard to remember new things?)

_____ **Getting frustrated** (Do you get angry or upset when trying to learn?)

_____ **Hearing the teacher** (Do you get confused by noise around you, or is it hard for you to hear unless you sit near the person who is talking?)

______ **Talking with the teacher and others** (Do you have trouble talking to people or having people understand you?)

______ **Getting my ideas across** to the teachers and others

______ **Getting into or around in the classroom** (Do you have trouble walking? Do you have trouble seeing things on the floor or in your path?)

______ **Sitting still** or in one place for very long

2. Are there any other areas in which you think you need help?

____

____

3. Did you have problems in these areas when you were in school?

____

____

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor? ______________________________

____

____

____

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated?

____

____

Accommodation Selection Component

Necessary Information:

1) Functional needs assessment results
2) Learner goal statements

Steps:

1) Identify the learner's goals
2) Review and prioritize the learner's goals
3) Identify strengths and resources available to the learner
4) Identify possible accommodations using matrix
5) Identify pros and cons of each accommodation (using accommodation characteristics list)
6) Learner selects accommodation(s)
7) Verify selected accommodation(s)

Results:

1) Goals are prioritized
2) Accommodation strategies are selected

Component Materials List:

Matrix of Accommodation Strategies
Accommodation Selection Record
Accommodation Selection Characteristics

Notes:

Introduction

The previous components have served an important function in verifying the existence of a disability, identifying the use and outcomes of previous accommodations, and identifying the learner's goals, tasks, and environments. In the *Accommodation Selection Component*, the information is reviewed and applied to the selection of accommodations that have the greatest utility for the learner. Included in this component are representative accommodations that may be useful for individual learners.

Accommodations included in the *Matrix of Accommodation Strategies*, are based on the Ecology of Human Performance Model and are representative of what might be useful to a learner. The list should be treated as examples of accommodations for particular strategies. As we increase our understanding of disabilities and technology changes, new accommodations will become available. We hope the principles on which accommodations are selected will remain a useful conceptual model, even as specific accommodations change.

This component can be completed immediately following the Functional Needs Assessment Component. While such contiguity is efficient, we caution you and the learner to reflect carefully on the information from both components.

In the interest of expediency, decisions may be made that may not be appropriate in the near future. Therefore, we advise a thoughtful approach to these steps. When completing the steps for this component, use the Accommodation Selection Record (page one of Record is located on the following page). The entire record can be found in the "Duplication Masters" packet.

Q: What is an accommodation?

A: An accommodation takes many forms, depending on the learner and the context. In this model an accommodation is defined as a:

> ...legally mandated change that create an equitable opportunity for task completion or environmental access. An accommodation is an individually determined adjustment to a functional need. Such an accommodation is required across settings for the same types of tasks. An accommodation may include use or modification of equipment or changes in the environments, procedures or attitudes.

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Step 1: Identify the learner's goals

Learners participate in adult education programs for a number of reasons. For some, they have a desire to satisfy personal goals or to enhance employment opportunities. For others, the goal may be to meet entitlement requirements or to satisfy other agencies' (e.g., probation officer or court orders) conditions for participation in the community.

Learners' goals are critical to planning accommodations. Thus, a thorough understanding of their goals is important. In many adult education programs, a learner's goals are determined when orienting the learner to the program or planning the instructional sequence. Educational goals are necessary for planning accommodations but are insufficient unless they include community, vocational, educational, and personal living goals.

Instructor Tips

1) Long-term goals are usually not considered by adult education students. For some adult learners, long-term might mean next week. Therefore, spend extra time discussing goal-setting activities.
2) Confirm learner goals on a regular basis. Goals may change as priorities change.

In later sections, the importance of identifying goals that target activities beyond the adult education program will be more apparent. While an immediate goal may be to complete the GED, the accommodations model is intended to have even greater benefits. To realize those benefits, planning is important.

Step Two: Review and prioritize the learner's goals

Some educators assume that activities in the adult education program elicit a learner's perspective about desired outcomes (e.g., How can we help you? What is it you want to accomplish by attending our program? How will accomplishing that goal help you?) Information from interviews, program enrollment, or orientation activities will indicate areas of concern for the learner (e.g., I don't do math well; I have trouble getting to appointments on time; Much of the print I am supposed to read I have trouble seeing; I have trouble moving around in my wheelchair in the classrooms). In the context of this component, such statements sound like consequences of a disability.

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In your discussion with the learner, emphasize how these statements can be recast as goals (e.g., I want to be successful in calculating numbers; I want to get to my appointments or classes on time; I want to be able to read better). This shift in perspective can have positive consequences for the learner and instructor.

Instructor Tip

Some instructors seem inclined to adopt a "teacher-knows-best" attitude. This attitude is appropriate for curricular and instructional decisions but not for learners' goal selection. If goals are the instructor's or the program's, we suspect the learner will not stay in the program long enough to complete them.

Yes, but...

Yes, but what if the goal is not realistic? Carefully complete the other steps in the component that are designed to help focus efforts to reach that goal. Ultimately, you may give the learner an opportunity to change goals or advise him or her to seek the assistance of another agency.

Review the learner's goal statements and assist in setting priorities. These questions might be helpful:

1. What's most important for you to do?
2. What goal makes the most sense for you to work on first?
3. What goals are most realistic for you?
4. What goals are easiest for you to work on?

The resulting list of prioritized goals (recorded on the Accommodation Selection Record, the first page of which is located on page 149, while the entire Record is located in the "Duplication Masters packet) is important for subsequent steps. If goals are selected wisely, other steps will be easier to complete and the learner will have a clear point of reference for later decisions. This information also serves as a check of the information obtained in the *Functional Needs Interview*.

Step 3: Identify strengths and resources available to the learner

Discuss the learner's perceptions of strengths or assets that are available. Some assets are personal characteristics, others are available elsewhere in the environment. Personal strengths might include the ability to read Braille, prior experience in using a computer, a dogged attitude of patience and persistence, or strong oral communication skills. Environmental supports might include persons or services, such as a personal attendant to reach books or turn pages. Because some accommodations are more extensive in nature, having support outside the adult education program will help ensure the successful implementation and utilization of the accommodation(s).

Review other available information about the learner (e.g., doctor records, school reports, etc.) and identify strengths that can help the learner reach his or her goals. Record this information on each learner's Accommodation Selection Record.

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Step 4: Identify possible accommodations using matrix

Next, generate a list of accommodation options that might help the learner reach his or her goals. The *Matrix of Accommodation Strategies* at the end of this section is a useful index of accommodations. The accommodations have been organized according to learners' needs. To use the matrix, locate the pages that most closely match a learner's needs and goals expressed in the *Functional Needs Interview.*

- Each page of the matrix lists a number of accommodations.
- Review these accommodations with the learner.
- Discuss whether the list reminds either of you about other accommodations that might be appropriate. If so, add them to your list of considerations.
- Check the accommodations against the *program's* standards for reasonableness, financial burden, and compatibility with the essential requirements of the program.
- The accommodation should not compromise the fundamental requirements of the program or pose an undue program burden.

Some of the accommodations presented here are explained further in the *Compendium.* They are marked with either a "**c**" for reference to a section within the *Compendium* with the same heading or with "**c-t**" for those items that are addressed in a separate discussion on technology in the *Compendium.*

Step 5: Identify the pros and cons of each accommodation

Two assumptions are important about selecting accommodations. First, a number of different accommodations are available to help learners reach their goals. In other words, different accommodations can be considered for the same need or goal. Second, the choice of accommodations depends on the relative weight a learner assigns to selection criteria. Learners with similar goals, strengths, and weaknesses may select different accommodations because of the manner in which they weigh the criteria for selecting an accommodation.

One of our concerns is that accommodations tend to be selected for the immediate value they offer. "Immediate application" is important in selection but is only one dimension to consider when selecting accommodations. Many other dimensions should also be considered and may be more important.

In this step, review the list of selection characteristics (located on the following page) and determine which attributes are most important to the learner. The list is not given to the learner; it serves as a resource for you when discussing possible accommodations with the learner. You might begin the discussion by saying something like the following:

A number of accommodations may be helpful to you. To help us decide, let's talk about some of the characteristics we should keep in mind when choosing an accommodation. (Discuss the characteristics of the three or four possible accommodations previously identified using the matrix.)

Let's figure which of these characteristics are important to you and write them on this record form.

Another option is to use the Accommodations Selection Worksheet (located on page 147). This worksheet was developed to illustrate a stronger relationship between accommodations and their characteristics. The worksheet is just an option and may not be helpful for all learners.

Accommodation Selection Characteristics

1. Acceptance by others
2. Amount of training required
3. Approved by GED Testing Service
4. Availability of accommodation
5. Cost of accommodation
6. Documented in the learner's records as effective
7. Durability
8. Ease of use or incorporating the accommodation into a routine
9. Effectiveness with other learners
10. Expected power/benefit
11. Gain in independence
12. Instructor's knowledge
13. Learner's functional need
14. Long-term benefits
15. Need for additional support
16. Previous effectiveness with the learner
17. Social benefits to the learner
18. Suitable for different tasks
19. Use across environments; Portability
20. Use for multiple learners

The list of selection criteria is not necessarily exhaustive. In your discussion with the learner, you may hear other important criteria. No one list will be appropriate for all learners. As an outcome of this step, no more than seven (7) characteristics should be identified.

An important lesson in this exercise is that the learner expresses values that are very important when making decisions. As an instructor, your assistance helps the learner understand the different attributes.

Record the selection criteria on the Accommodations Selection Record.

Accommodation Selection Worksheet

When using the optional Accommodation Selection Worksheet, first review the list of accommodation characteristics and add any characteristics important to the learner. Identify seven or so accommodation characteristics and mark them on the worksheet (provided below). Next, record the three or four possible accommodations, previously identified in Step Four, at the top of the four columns. Read each characteristic and rate it on a scale of one to four with 4 being the most desirable/suitable and 1 being the least desirable/suitable. After you have completed the ratings, review the worksheet and each accommodation, to decide which received the best rating.

Accommodation Characteristics	Accommodations			
1. Acceptance by others				
2. Amount of training required				
3. Approved by GED Testing Service				
4. Availability				
5. Cost				
6. Durability				
7. Ease of use				
8. Effectiveness with other learners				
9. Expected power/benefit				
10. Gain in independence				
11. Long-term benefits				
12. Previous effectiveness with the learner				
13. Suitable for different tasks				
14. Use across environments; Portability				
15.				
16.				
17.				

Step 6: Learner selects accommodation(s)

Help the learner choose an accommodation from the three or four possibilities. Evaluate accommodations in light of the selection characteristics or attributes the learner believes are most important. For example, the "Gain in independence" that a special writing instrument might provide over the use of a computer for word processing might be evaluated against the "Suitable for different tasks" and the "Social benefits to the learner." The Accommodation Selection Record helps learners see that each accommodation has particular benefits.

With the learner compare the potential benefits and drawbacks associated with each accommodation. Ask questions to encourage thought about the best choice. For example, if the student is concerned most about portability and acceptability by other students, determine which accommodations can best meet those needs.

Have the student envision using the accommodation(s). This can help draw out the features that will be most beneficial to the learner and also those that may concern the learner.

Step 7: Verify the selected accommodation(s)

Think about the accommodation(s). Does it make sense in light of the important selection criteria? Will it be practical in the adult education setting? Is the student comfortable with the selection?

Record the selected accommodation(s) on the Accommodation Selection Record.

This process of reviewing the selection characteristics is important for each accommodation used. One can expect selection characteristics to vary with the accommodation(s).

The next component provides steps and instructional principles for acquiring the materials for the selected accommodation and instructing the learner in using the accommodation.

Accommodation Selection Record

Learner ______________________________ Date ________________

Accommodation Selection Record

This form is completed by the learner and instructor. The information serves as a written record for the learner's future reference. Such documentation may be important for other occasions on which the learner may need assistance in obtaining accommodations (e.g., testing, educational, or employment settings).

Learner Goal Statements

Personal Strengths

Resources Available and Needed

Characteristics for Selecting Accommodations

Accommodation Options

Accommodation(s) Selected

Matrix of Accommodation Strategies

The accommodations presented in the *Matrix of Accommodation Strategies* are organized using the Ecology of Human Performance (EHP) Model. The EHP Model was chosen because it considers the relationships among persons, what persons want and need to do, and where they need to conduct their activities. According to the EHP, understanding the person also requires understanding the person's context; persons influence their context (such as the classroom) and the context influences persons.

The range of a person's performance is determined by considering the person's skills, abilities and experiences and the context within which the person must conduct daily life. A person's performance range can be enhanced or limited by skills and context.

The EHP offers a comprehensive framework for designing strategies (accommodations) to support a learner's performance. This framework encourages learners and educators to consider not only the skills the learner might be able to develop, but also the skills the learner already has and ways to change tasks and contexts to facilitate successful performance. The EHP does not assume the learner must be "fixed." Rather, the focus is on the transaction between the learner's skills and the resources of the context; any aspect that can be addressed to enable more satisfying

Four accommodation strategy categories are offered for addressing learners' needs:

- Establish/Restore
- Modify/Adapt
- Alter
- Prevent

1) The **ESTABLISH/RESTORE** strategies address *learners' abilities*. Here, strategies are designed to take advantage of strengths while working on performance skills that are weak and keep the person from achieving desired outcomes. For example, techniques designed to help a learner improve his or her reading level or learn a new way to solve math problems would fall under this category.

2) The **MODIFY/ADAPT** strategies address *features of the context and the task* so they support the person's performance. These strategies build on what the person's strengths and needs so weak areas do not interfere with performance. For example, if the learner has poor memory, the educator might suggest using post-it notes in books or a desk arrangement that reminds the learner of important information or tasks. These strategies do not fix the memory problem but reduce its influence on performance.

3) The **ALTER** strategies address the *possible need to find an optimal context* for the learner. This means the educator and learner would acknowledge the learners' skills and needs as well as the natural features of various contexts and search to find the best possible match between the two. For example, a learner who is distractible finds she can complete independent work more efficiently in an empty room next to the classroom.

4) The **PREVENT** strategies address the ability to *anticipate a problem in the future*. When using this strategy, remember the problem does not currently exist but is likely to occur in the future if no changes are made in the current pattern of living. We do not have to wait for a person to face failure before offering a strategy for making a situation better. For example, a learner with a vision problem who is working on increasing his reading level may need to take a classroom magnifier home with him so he can read his own mail.

In the EHP framework, *the person's specific diagnosis or disability category is not relevant* to planning strategies with the person—the focus is on what the person wants and needs to do; in adult basic education, the educator and the learner work together to identify learning strengths and barriers separate from known or unknown disability categories.

The EHP framework can help adult basic educators make systematic decisions about identifying needs and designing strategies that match those needs. The EHP offers educators a broadly focused but systematic method for planning accommodations to support a person's performance. This framework also provides a mechanism for making decisions about learners' goals and skills, for the tasks they wish to perform, and for considering contextual supports and barriers to successful performance. The EHP enables adult educators to organize their knowledge and expertise to make decisions about which accommodation strategies would work best for the learner (i.e., establish/restore, modify/adapt, alter, and/or prevent).

The accommodations presented are examples of strategies that might be considered if a learner is dealing with a barrier similar to the ones listed (e.g., "difficulty sitting for long periods" or "unable to access print"). As previously mentioned, some of the accommodations presented here are explained further in the *Compendium*. Accommodations marked with either a "**c**" for reference to a section within the *Compendium* with the same heading, or with "**c-t**" for those items that are addressed in a separate discussion on technology in the *Compendium*.

These accommodations are not meant to be all-inclusive; the model provides a framework within which an educator and learner can work together to design the best accommodation strategies to support individual performance.

For the following steps, use the Accommodation Selection Record to record information. (See following page.) The Selection Record in its entirety is located in the "Duplication Masters" packet. For a completed example, see the Implementation section.

Selected References on the Ecology of Human Performance Model

The explanation of the Ecology of Human Performance Model was adapted from Winnie Dunn's presentation for the 1996 NAASLN Proceedings in New Orleans entitled: The Ecology of Human Performance Framework: A model for identifying and designing appropriate accommodations for adult learners.

Other resources:

Dunn, W., Brown, C. & McGuigan, A. (1994). The Ecology of Human Performance: A framework for considering the effect of context. American Journal of Occupational Therapy, 48, 595-697.

Dunn, W., Brown, C., McClain, L., and Westman, K. (1994). The Ecology of Human Performance: A contextual perspective on human occupation. In C. Royeen (Ed.), AOTA Self Study Series: The Practice of the Future: Putting Occupation Back into Therapy. Rockville, MD: American Occupational Therapy Association.

Reading
(When vision appears to be intact)

Modify Task

Change task or task expectations

Allow extra time to complete necessary reading.

Provide shorter assignments.

Allow another learner to read material to learner before s/he reads it.

Use larger print (c).

Have learner use larger type face when word processing.

Provide materials with less text on each page.

Allow learner to experiment with different colors of worksheets and other copied materials.

Encourage learner to use typoscope (c).

Tape material/allow reading along while listening to tape or using taped instead of written material.

Decrease or eliminate the need to read handwritten materials, such as notes, comments on written worksheets, etc.

Provide a talking calculator (c).

Provide speech synthesis for "reading" on the computer (c-t)

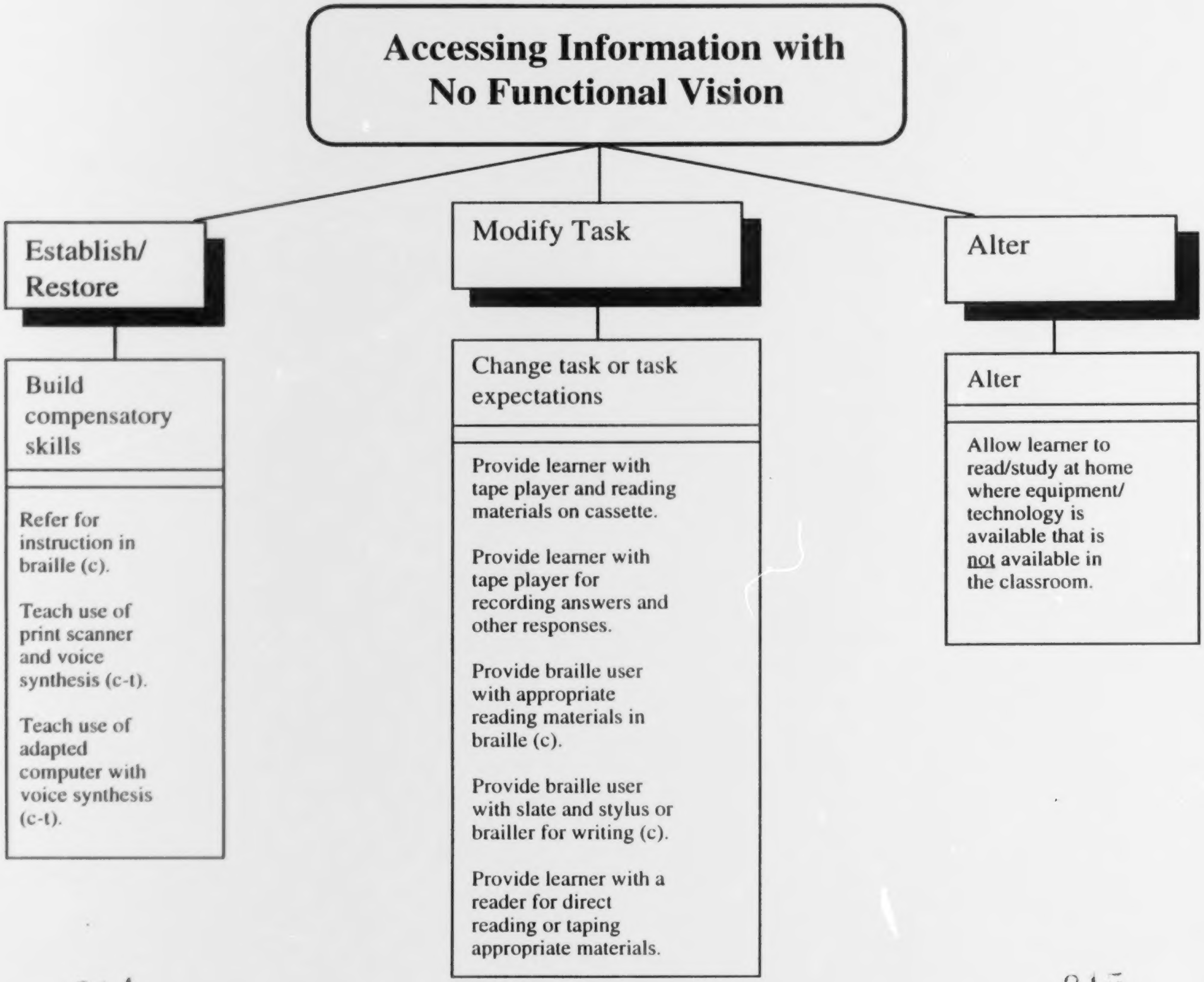
Modify Context

Change the atmosphere

Allow learner to seek out different types and intensities of reading light.

Accessing Information with Low Vision

Establish/ Restore	Modify Task	Modify Context	Alter	Prevent
Reduce the impairment	Change the task or task expectations	Change the environment	Move to another environment	Keep problem from occurring
Refer for low vision treatment (including visual efficiency training) (c). Teach individual to use an appropriate magnification device (c). Teach use of an adapted computer program (such as Zoom Text) (c-t).	Provide class materials in large, bolded print (c). Provide large print textbooks (c). Provide yellow acetate overlays (to enhance contrast of print) (c). Require copying from near point rather than from board. Provide yellow filters (sunglasses)(c). Provide typoscope. Provide the learner with a tape player and materials on cassette. Provide a reader to read materials directly to learner, and/or to tape needed materials.	Allow learner to sit close to materials or individuals that must be viewed. Color code keys on keyboard or calculator. Provide an adjustable reading lamp (c).	Learner is allowed to read print materials in a room with better natural or artificial lighting. Learner is allowed to read at home where needed equipment is available.	Allow learner to take magnifier home each evening to complete homework. Allow learner to wear a cap with a brim if bothered by glare.



Accessing Information with No Functional Vision

Establish/ Restore

Build compensatory skills

Refer for instruction in braille (c).

Teach use of print scanner and voice synthesis (c-t).

Teach use of adapted computer with voice synthesis (c-t).

Modify Task

Change task or task expectations

Provide learner with tape player and reading materials on cassette.

Provide learner with tape player for recording answers and other responses.

Provide braille user with appropriate reading materials in braille (c).

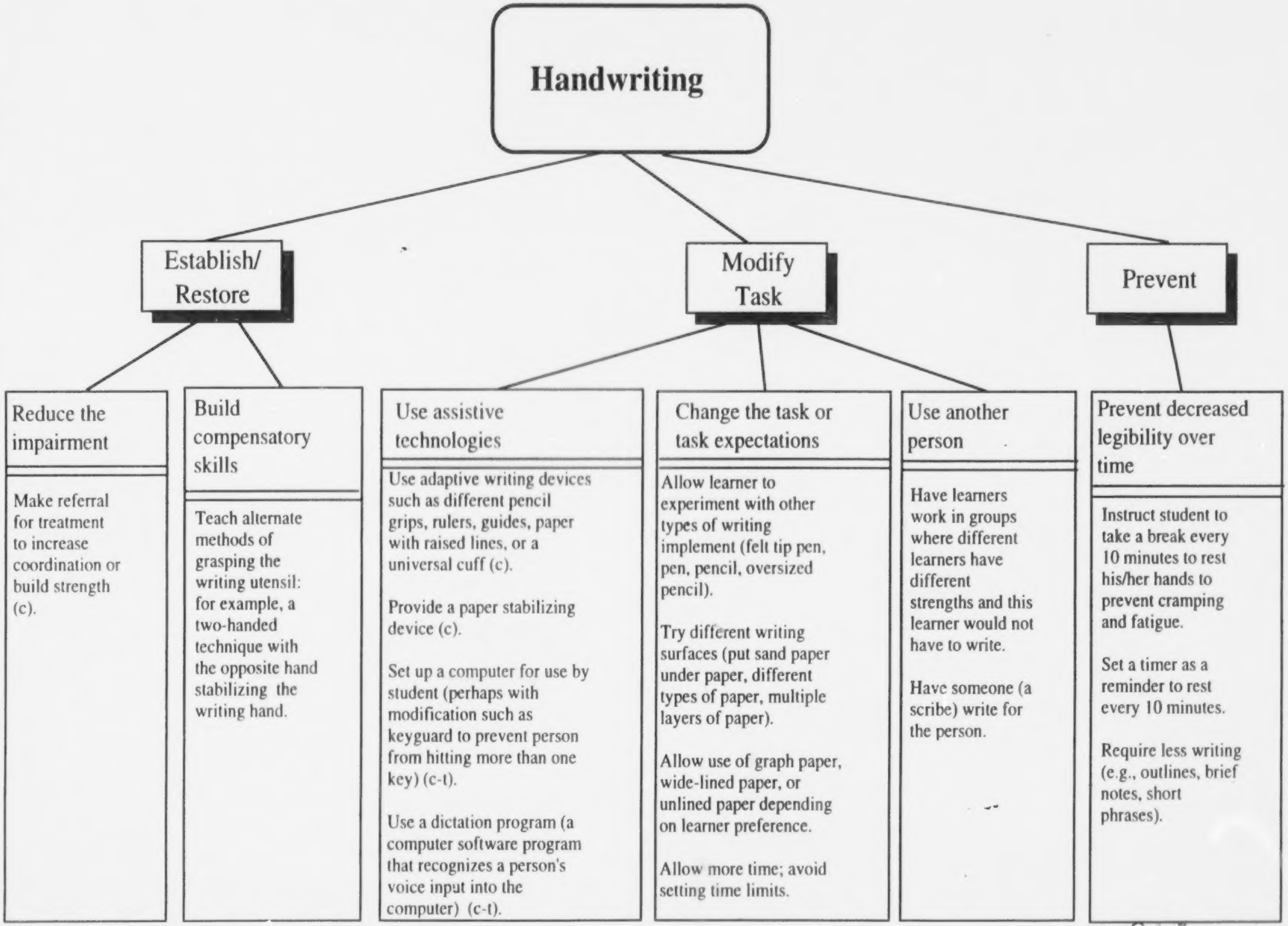
Provide braille user with slate and stylus or brailler for writing (c).

Provide learner with a reader for direct reading or taping appropriate materials.

Alter

Alter

Allow learner to read/study at home where equipment/ technology is available that is not available in the classroom.



Handwriting

Establish/ Restore

Reduce the impairment

Make referral for treatment to increase coordination or build strength (c).

Build compensatory skills

Teach alternate methods of grasping the writing utensil: for example, a two-handed technique with the opposite hand stabilizing the writing hand.

Modify Task

Use assistive technologies

Use adaptive writing devices such as different pencil grips, rulers, guides, paper with raised lines, or a universal cuff (c).

Provide a paper stabilizing device (c).

Set up a computer for use by student (perhaps with modification such as keyguard to prevent person from hitting more than one key) (c-t).

Use a dictation program (a computer software program that recognizes a person's voice input into the computer) (c-t).

Change the task or task expectations

Allow learner to experiment with other types of writing implement (felt tip pen, pen, pencil, oversized pencil).

Try different writing surfaces (put sand paper under paper, different types of paper, multiple layers of paper).

Allow use of graph paper, wide-lined paper, or unlined paper depending on learner preference.

Allow more time; avoid setting time limits.

Use another person

Have learners work in groups where different learners have different strengths and this learner would not have to write.

Have someone (a scribe) write for the person.

Prevent

Prevent decreased legibility over time

Instruct student to take a break every 10 minutes to rest his/her hands to prevent cramping and fatigue.

Set a timer as a reminder to rest every 10 minutes.

Require less writing (e.g., outlines, brief notes, short phrases).

Solving Math Problems

Modify Task

Change task or task expectations

Use and provide manipulatives (c).

Use different colors of pencil or print.

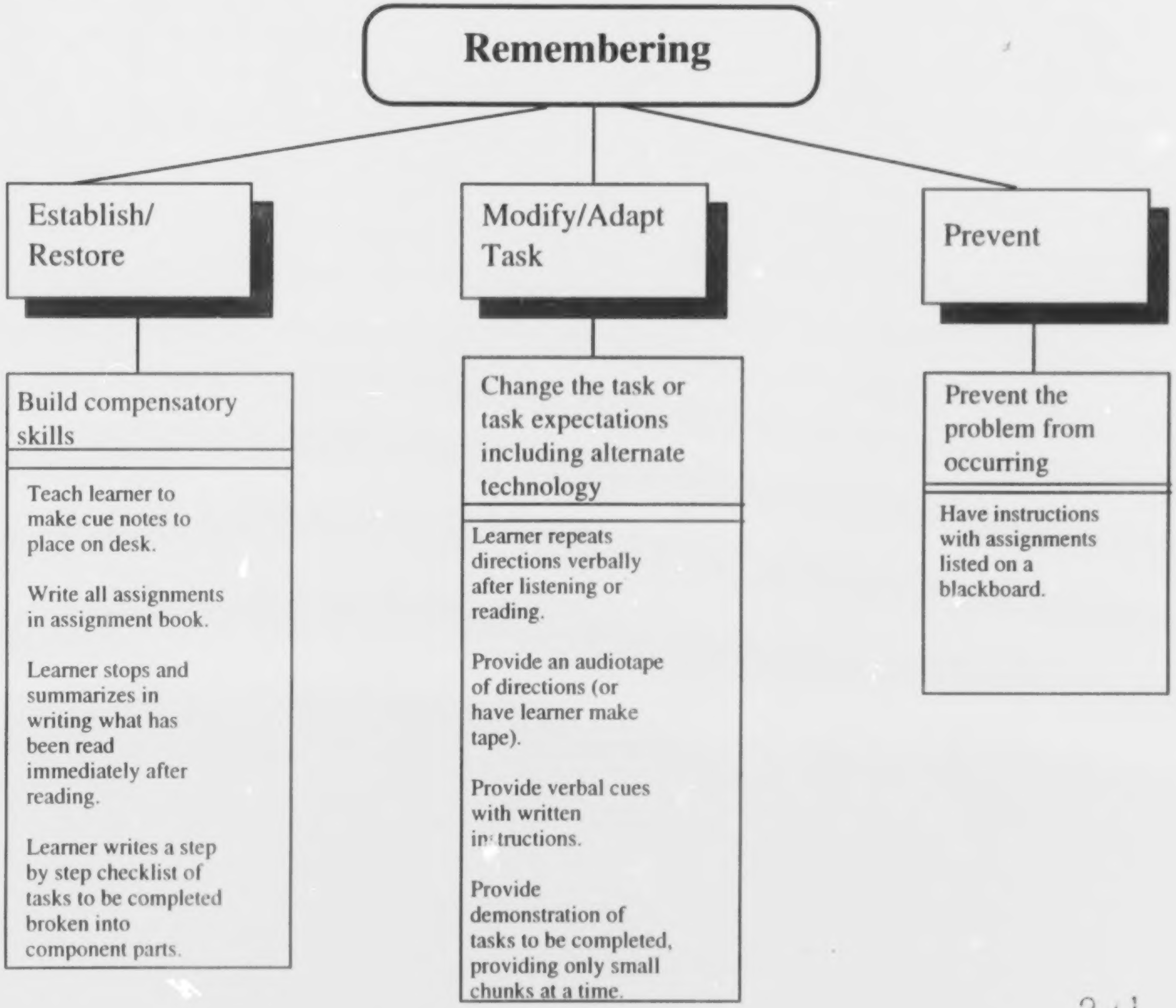
Break instructions down into small steps.

Provide a calculator. Consider use of a talking calculator, one with large buttons, or one with tape output to increase accuracy (c).

Provide graph paper to improve organization of problem solving on paper (c).

Allow extra time.

Provide computer software (c).



Remembering

Establish/ Restore

Build compensatory skills

Teach learner to make cue notes to place on desk.

Write all assignments in assignment book.

Learner stops and summarizes in writing what has been read immediately after reading.

Learner writes a step by step checklist of tasks to be completed broken into component parts.

Modify/Adapt Task

Change the task or task expectations including alternate technology

Learner repeats directions verbally after listening or reading.

Provide an audiotape of directions (or have learner make tape).

Provide verbal cues with written instructions.

Provide demonstration of tasks to be completed, providing only small chunks at a time.

Prevent

Prevent the problem from occurring

Have instructions with assignments listed on a blackboard.

Paying Attention to Oral Directions/Spoken Words

Modify Task

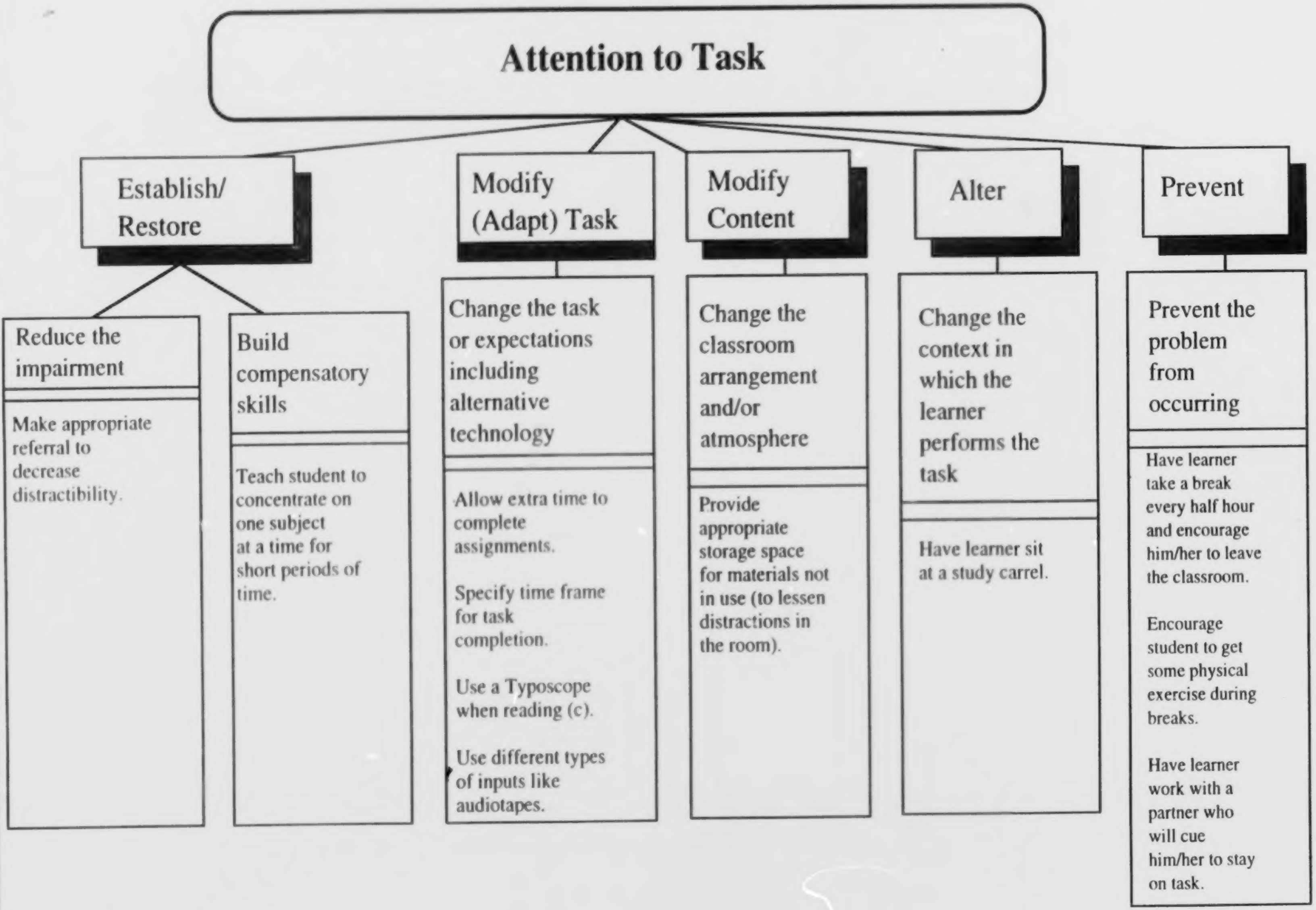
Change task or task expectations

Break oral directions down into small steps.

Provide written directions to be used in conjunction with or instead of oral directions.

Provide visual cues on board or overhead.

Provide a study partner to cue learner or provide repetition if necessary.



Attention to Task

Establish/ Restore

Reduce the impairment

Make appropriate referral to decrease distractibility.

Build compensatory skills

Teach student to concentrate on one subject at a time for short periods of time.

Modify (Adapt) Task

Change the task or expectations including alternative technology

Allow extra time to complete assignments.

Specify time frame for task completion.

Use a Typoscope when reading (c).

Use different types of inputs like audiotapes.

Modify Content

Change the classroom arrangement and/or atmosphere

Provide appropriate storage space for materials not in use (to lessen distractions in the room).

Alter

Change the context in which the learner performs the task

Have learner sit at a study carrel.

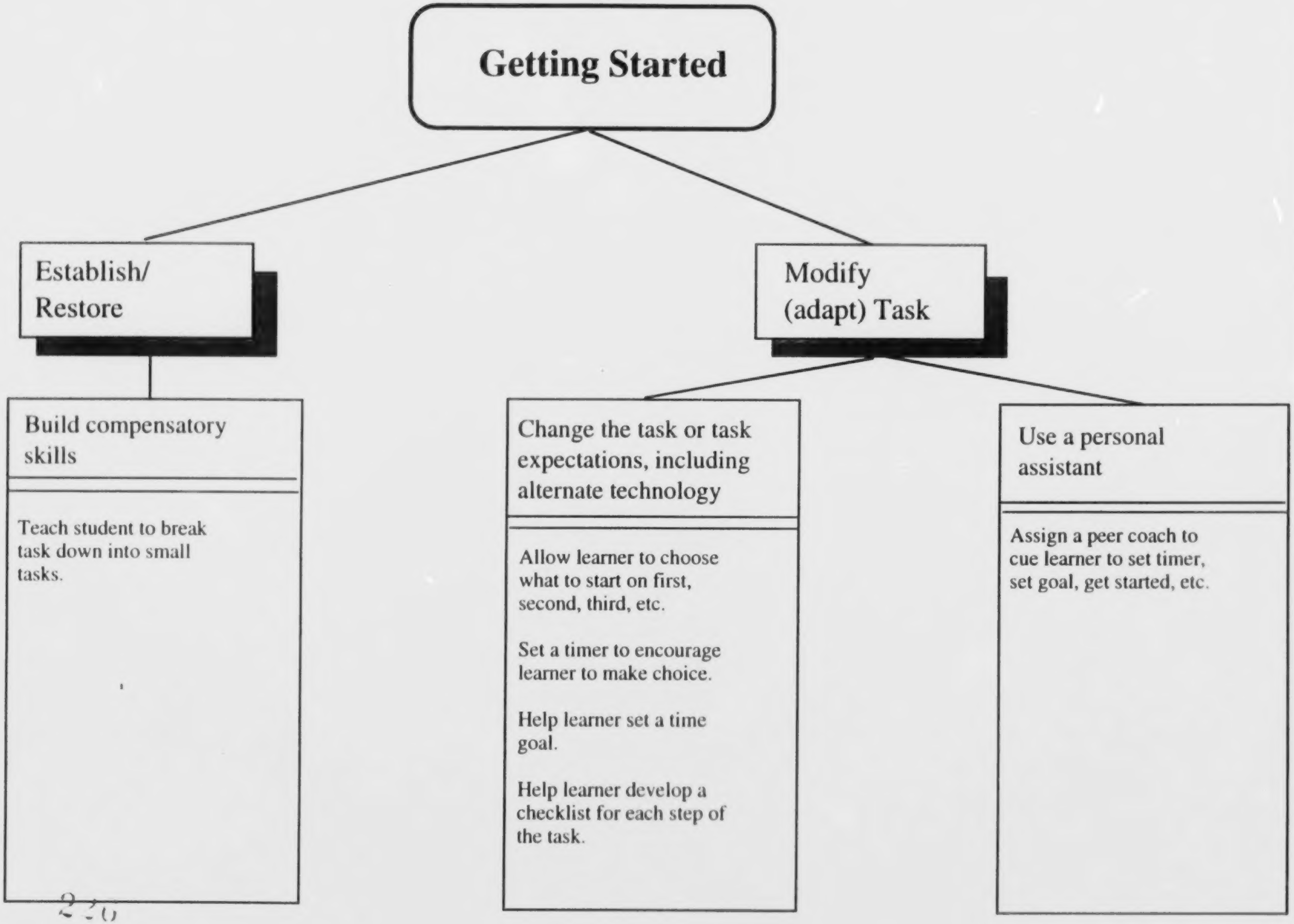
Prevent

Prevent the problem from occurring

Have learner take a break every half hour and encourage him/her to leave the classroom.

Encourage student to get some physical exercise during breaks.

Have learner work with a partner who will cue him/her to stay on task.



Getting Started

Establish/ Restore

Build compensatory skills

Teach student to break task down into small tasks.

Modify (adapt) Task

Change the task or task expectations, including alternate technology

Allow learner to choose what to start on first, second, third, etc.

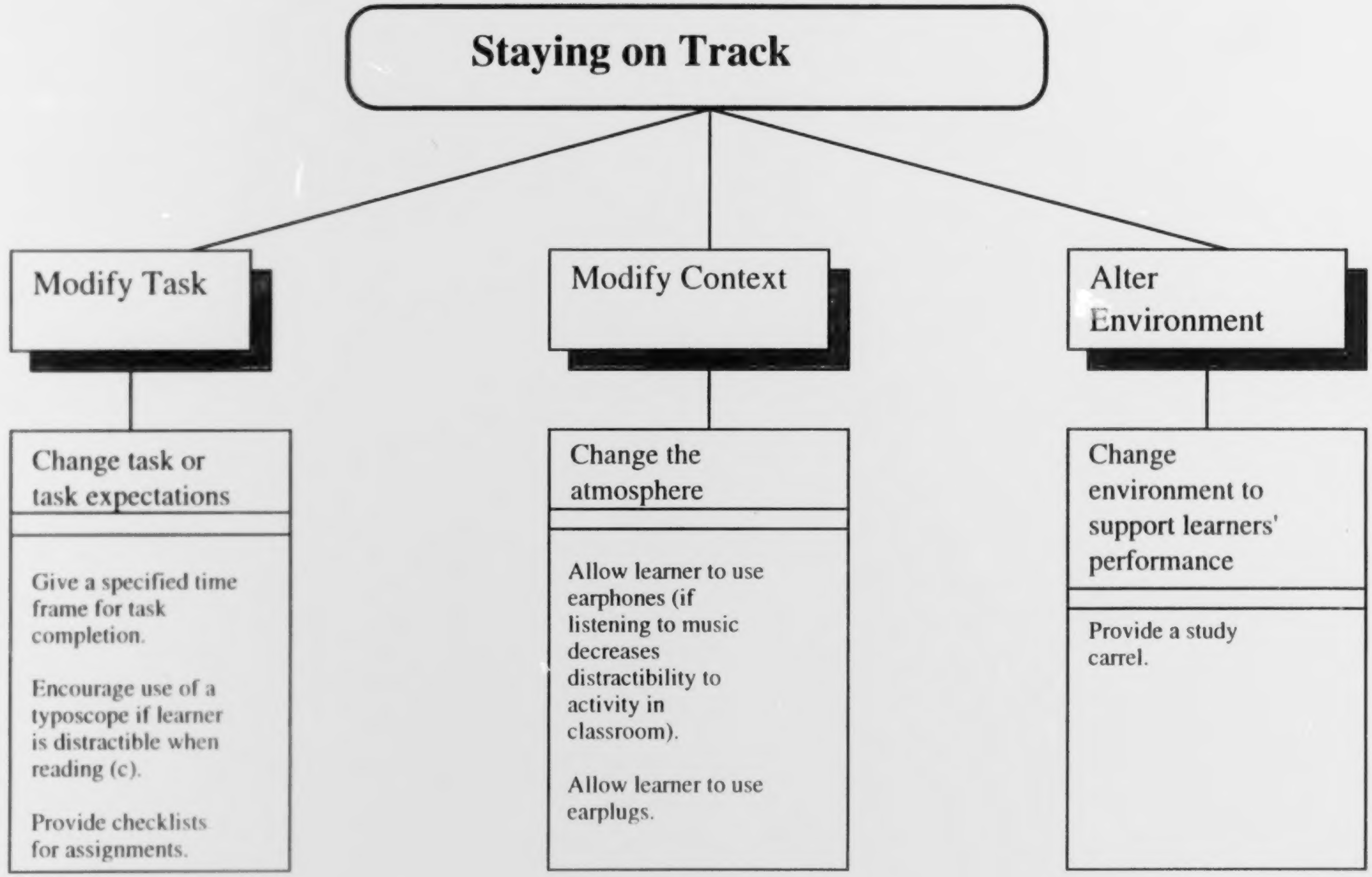
Set a timer to encourage learner to make choice.

Help learner set a time goal.

Help learner develop a checklist for each step of the task.

Use a personal assistant

Assign a peer coach to cue learner to set timer, set goal, get started, etc.



Staying on Track

Modify Task

Change task or task expectations

Give a specified time frame for task completion.

Encourage use of a typoscope if learner is distractible when reading (c).

Provide checklists for assignments.

Modify Context

Change the atmosphere

Allow learner to use earphones (if listening to music decreases distractibility to activity in classroom).

Allow learner to use earplugs.

Alter Environment

Change environment to support learners' performance

Provide a study carrel.

Staying Organized

Establish/ Restore

Teach compensatory skills

Teach mnemonic (c).

Prevent

Use strategies to prevent disorganization

Use notebooks and folders.

Color code papers (use green paper and folders for English) and folders to keep subjects straight.

Write down assignments and check off assignments as they are completed.

Use an organizer and develop a workable system for writing down long and short term assignments.

Use a backpack or briefcase to keep things together.

Work on only one subject at a time and keep all papers, books, and equipment for one subject together.

Provide adequate storage space for materials not in use.

Dealing With Changes

Modify Context

Use a personal assistant

Allow learner to bring appropriate support person to class when difficult changes are anticipated.

Prevent

Prevent the problem

Help the learner to know what to expect. Organize the day for the learner - for example, say we will spend 15 minutes on task 1, 20 minutes on task 2.

Write down schedule for the day.

Give the person a start on changes.

Post daily routine; discuss changes in routine as soon as possible.

Provide frequent review of the task sequence and any anticipated revisions.

Thoroughly introduce and acquaint learner with other learners, new staff, and new work areas; allow adequate time to acclimate.

Ask for learner to participate in orienting others to changes or to assist in making changes (i.e. helping rearrange furniture in classroom) and having some control over changes (such as choosing one's own spot in the room).

Provide predictable break between two activities, allowing definite ending of one task before break and definite initiation of another task after break.

Allow adequate time for "set up" between tasks. Set timer for set up/acclimation period prior to starting new task.

Frustration

Establish/ Restore	Modify Context	Alter	Prevent
Reduce the impairment	Change the classroom arrangement and/or atmosphere	Change the context in which the learner performs the task	Prevent the problem from occurring
Make referral for stress management (c). Make referral for relaxation techniques (c).	Have a rocking chair in the classroom for a calming effect on learner. Have learner sit by the door so that she/she may leave if has difficulty controlling behavior. Use soft, relaxing music if learner does not find it distracting.	Employ study carrel to decrease outside distractions.	Set up regular break times, with possibility of engaging in light exercise (e.g., walking during breaks). Allow learner to set up own schedule. Set up a signal system with the learner to signal the instructor when he/she is beginning to get frustrated.

Accessing Information with Impaired Hearing

Modify Task

Change the task or task expectations - including alternate technology

Provide written rather than oral instructions.

Use a microphone/ amplifier combination (AE wears a microphone and the learner wears an amplifier) (c).

Provide visual cues (such as flashing lights) in place of auditory cues (such as timers or bells for timed tasks) (c).

Modify the Context

Arrange room to support learner

Stand directly in front of the learner when speaking.

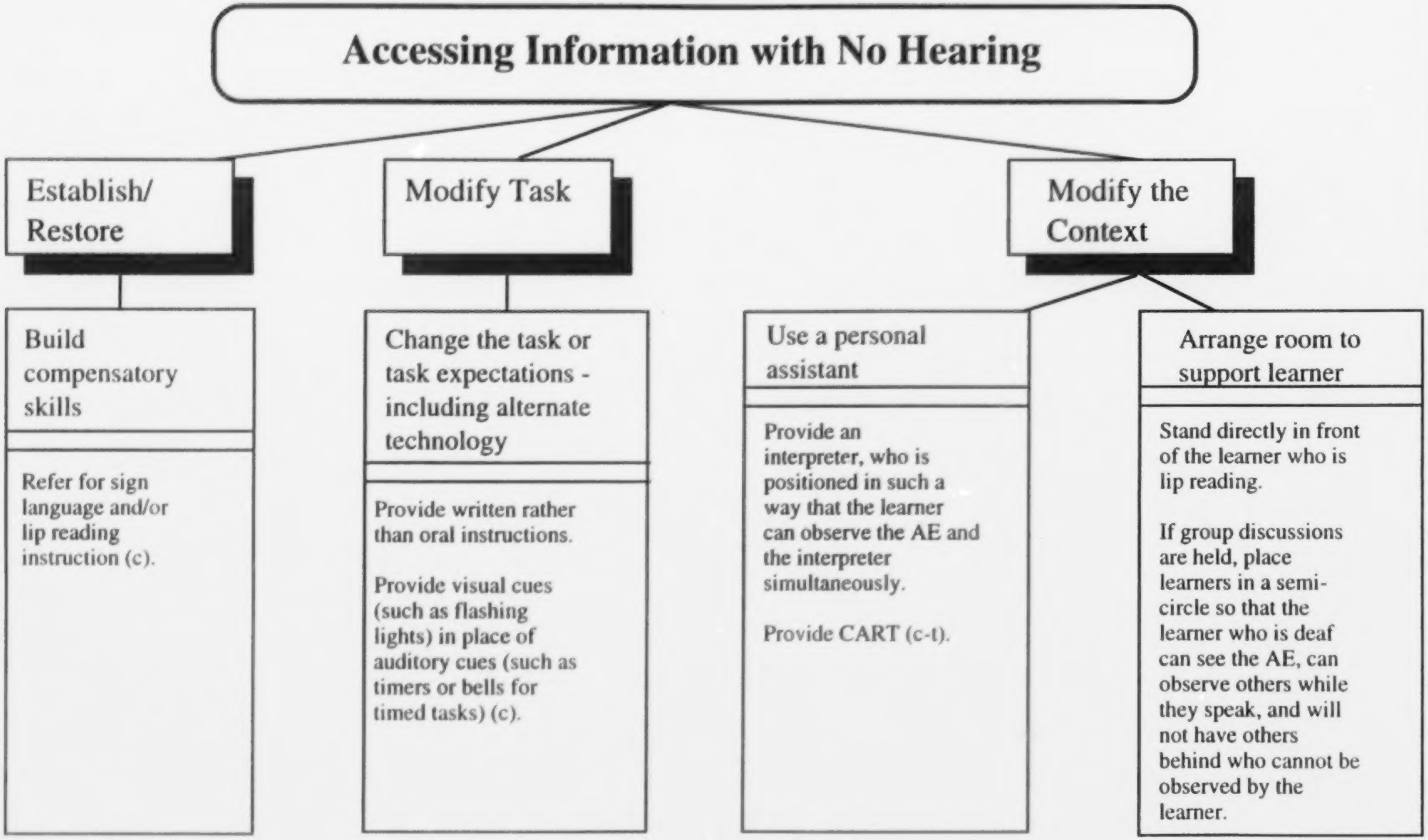
If group discussions are held, place learner in a semicircle so that the learner who is hearing impaired can see the AE, can observe others while they speak, and will not have others behind who cannot be observed by the learner.

Place the learner in the classroom so that the better ear is close to the sound source.

Prevent

Prevent problems from occurring

Eliminate possible sources of background noise. Strategies may include closing windows and doors or using a carpeted room or providing mats under desks, chairs and feet.



Accessing Information with No Hearing

Establish/ Restore

Build compensatory skills

Refer for sign language and/or lip reading instruction (c).

Modify Task

Change the task or task expectations - including alternate technology

Provide written rather than oral instructions.

Provide visual cues (such as flashing lights) in place of auditory cues (such as timers or bells for timed tasks) (c).

Modify the Context

Use a personal assistant

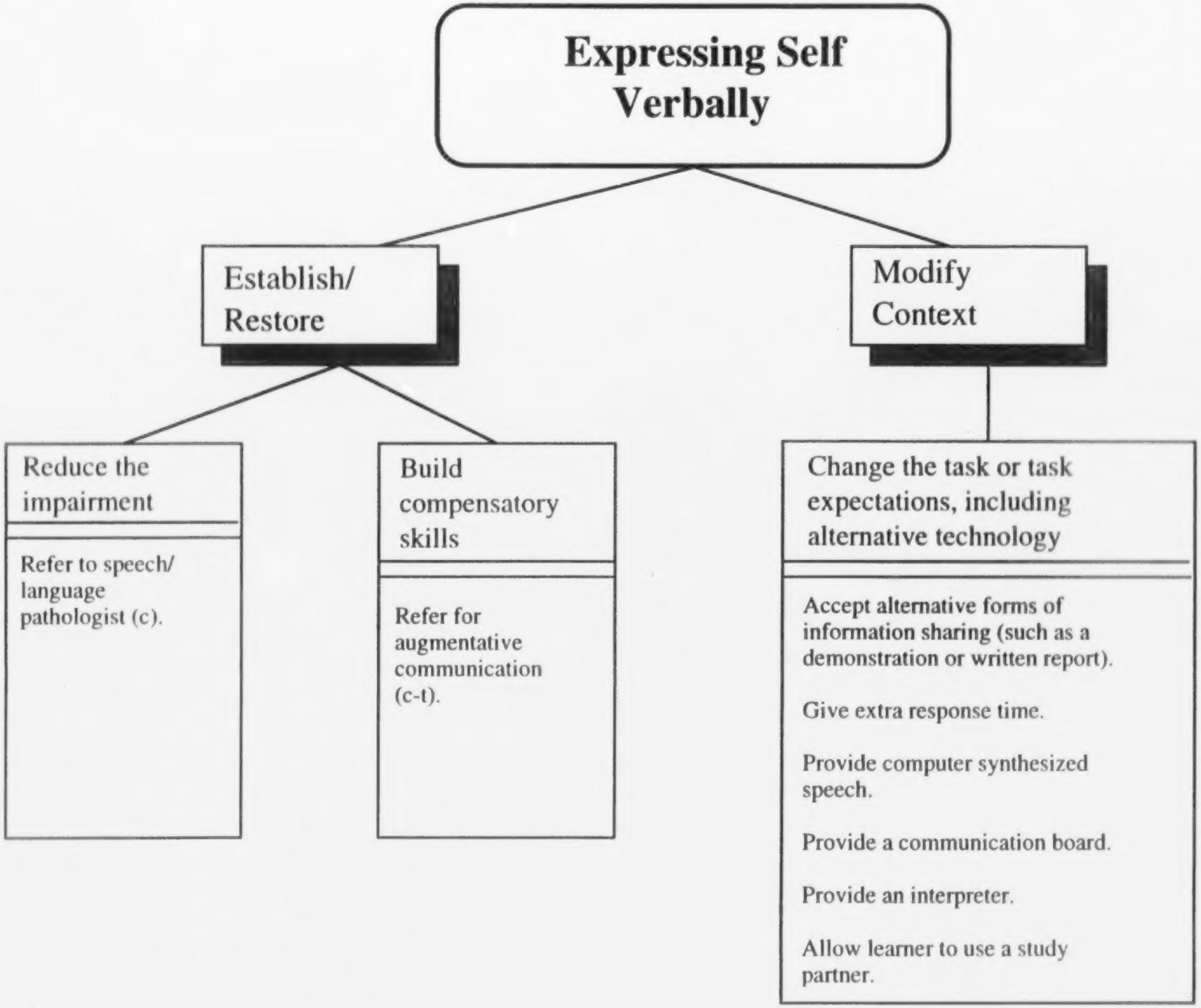
Provide an interpreter, who is positioned in such a way that the learner can observe the AE and the interpreter simultaneously.

Provide CART (c-t).

Arrange room to support learner

Stand directly in front of the learner who is lip reading.

If group discussions are held, place learners in a semi-circle so that the learner who is deaf can see the AE, can observe others while they speak, and will not have others behind who cannot be observed by the learner.



Expressing Self Verbally

Establish/ Restore

Reduce the impairment

Refer to speech/ language pathologist (c).

Build compensatory skills

Refer for augmentative communication (c-t).

Modify Context

Change the task or task expectations, including alternative technology

Accept alternative forms of information sharing (such as a demonstration or written report).

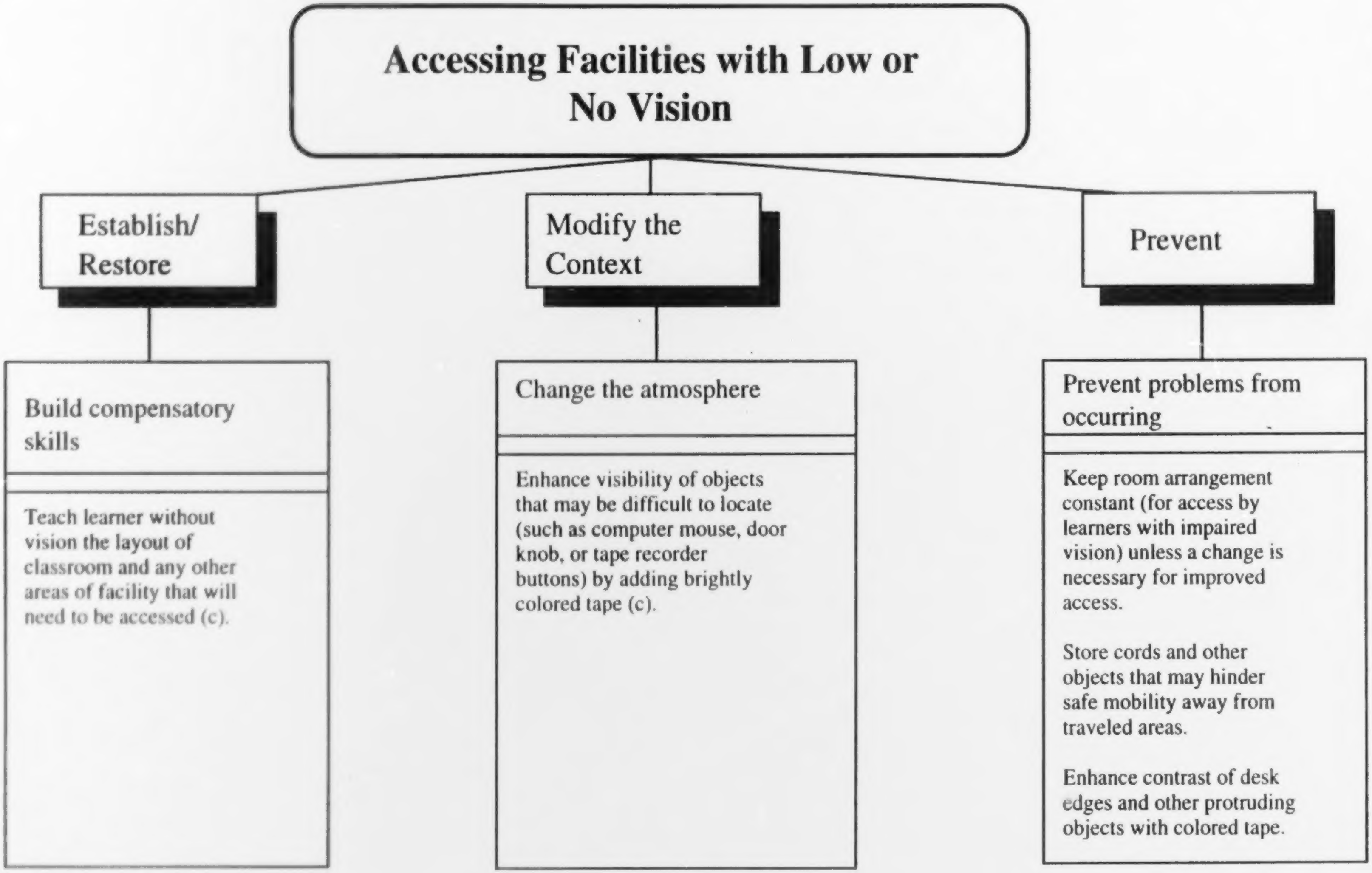
Give extra response time.

Provide computer synthesized speech.

Provide a communication board.

Provide an interpreter.

Allow learner to use a study partner.



Accessing Facilities with Low or No Vision

Establish/ Restore

Build compensatory skills

Teach learner without vision the layout of classroom and any other areas of facility that will need to be accessed (c).

Modify the Context

Change the atmosphere

Enhance visibility of objects that may be difficult to locate (such as computer mouse, door knob, or tape recorder buttons) by adding brightly colored tape (c).

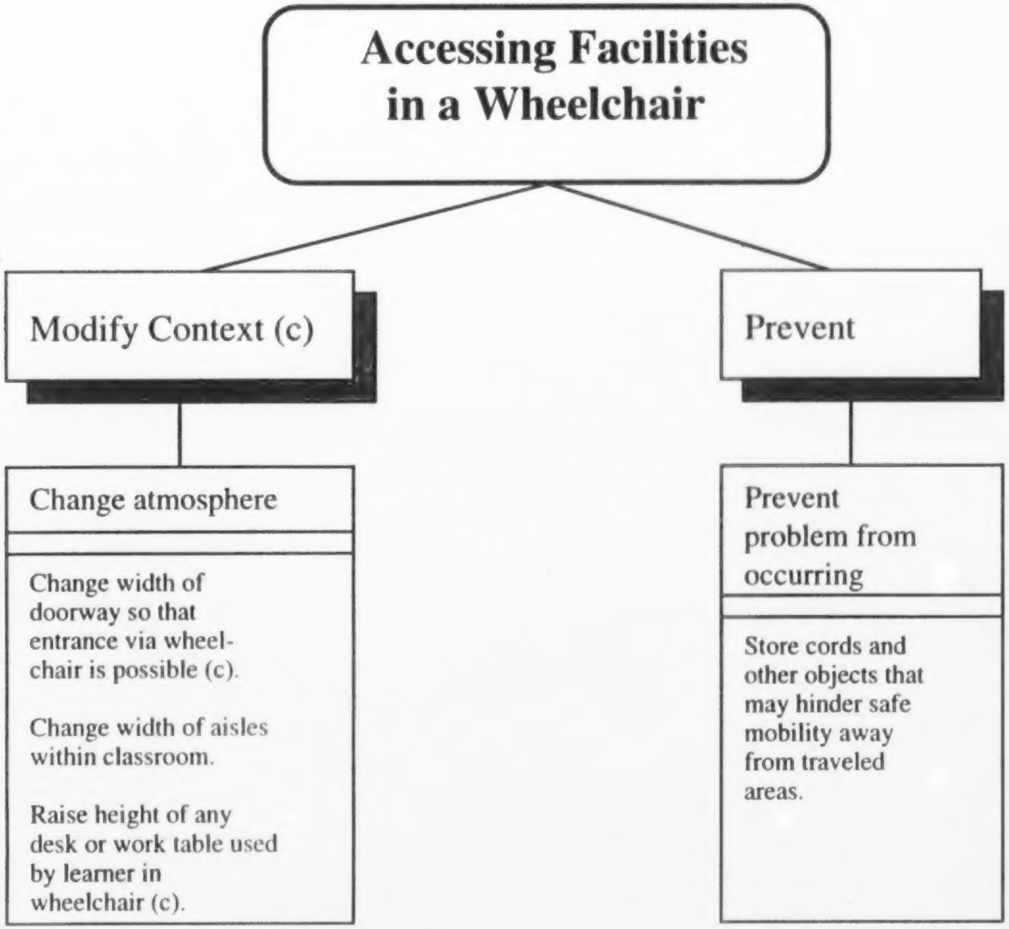
Prevent

Prevent problems from occurring

Keep room arrangement constant (for access by learners with impaired vision) unless a change is necessary for improved access.

Store cords and other objects that may hinder safe mobility away from traveled areas.

Enhance contrast of desk edges and other protruding objects with colored tape.



Accessing Facilities in a Wheelchair

Modify Context (c)

Change atmosphere

Change width of doorway so that entrance via wheelchair is possible (c).

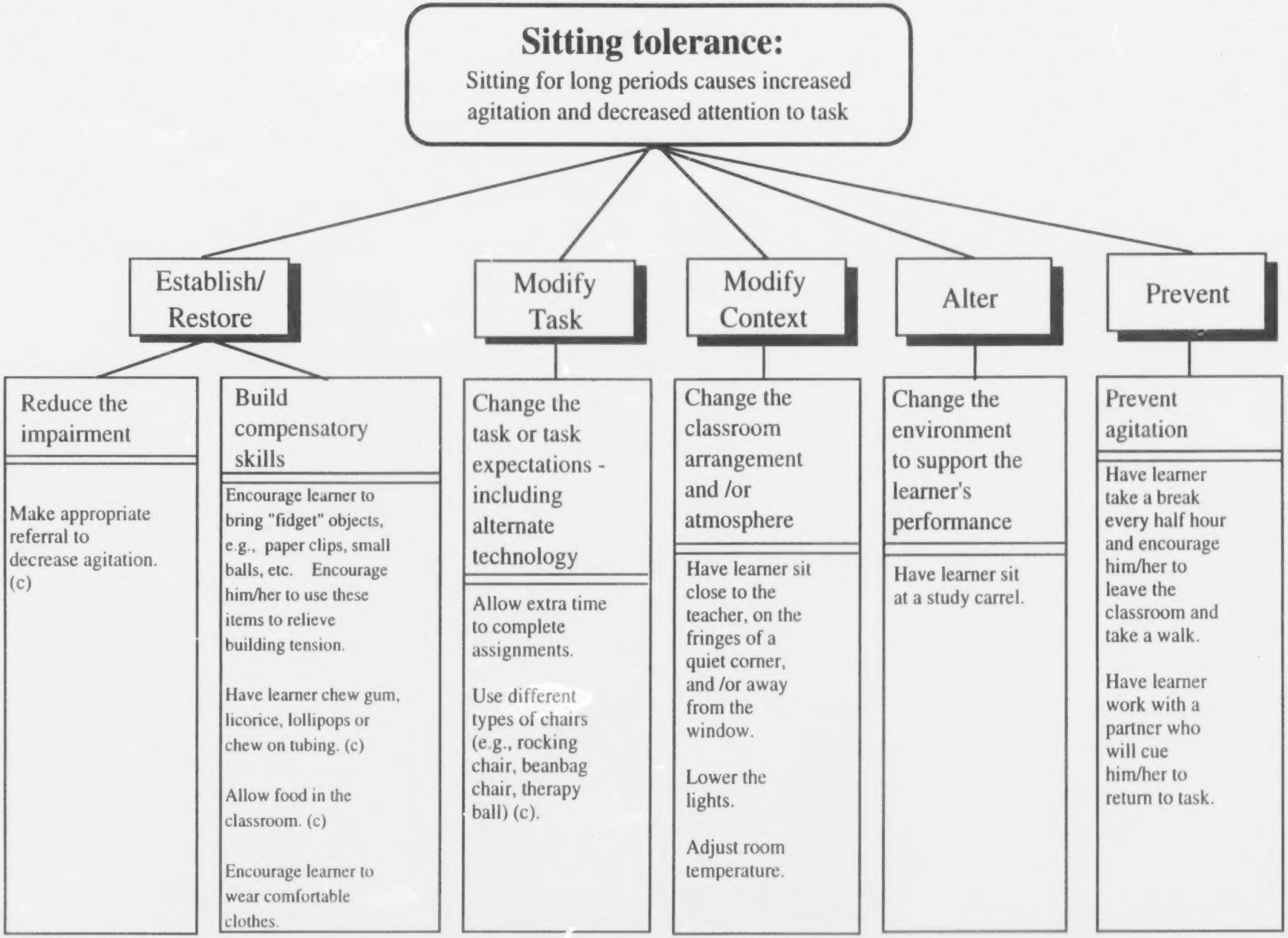
Change width of aisles within classroom.

Raise height of any desk or work table used by learner in wheelchair (c).

Prevent

Prevent problem from occurring

Store cords and other objects that may hinder safe mobility away from traveled areas.



Sitting tolerance:

Sitting for long periods causes increased agitation and decreased attention to task

Establish/ Restore

Reduce the impairment

Make appropriate referral to decrease agitation. (c)

Build compensatory skills

Encourage learner to bring "fidget" objects, e.g., paper clips, small balls, etc. Encourage him/her to use these items to relieve building tension.

Have learner chew gum, licorice, lollipops or chew on tubing. (c)

Allow food in the classroom. (c)

Encourage learner to wear comfortable clothes.

Modify Task

Change the task or task expectations - including alternate technology

Allow extra time to complete assignments.

Use different types of chairs (e.g., rocking chair, beanbag chair, therapy ball) (c).

Modify Context

Change the classroom arrangement and /or atmosphere

Have learner sit close to the teacher, on the fringes of a quiet corner, and /or away from the window.

Lower the lights.

Adjust room temperature.

Alter

Change the environment to support the learner's performance

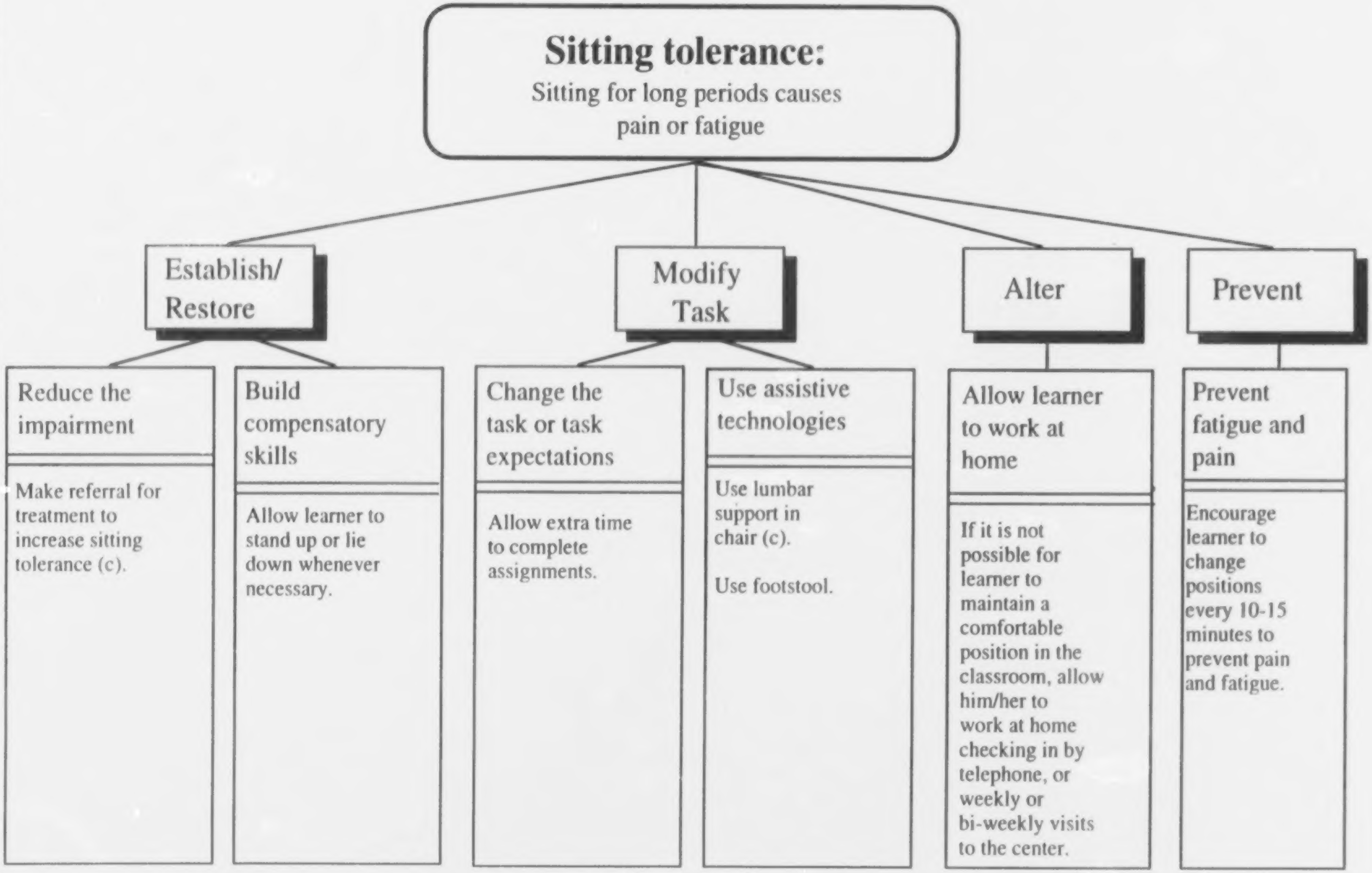
Have learner sit at a study carrel.

Prevent

Prevent agitation

Have learner take a break every half hour and encourage him/her to leave the classroom and take a walk.

Have learner work with a partner who will cue him/her to return to task.



Sitting tolerance:
Sitting for long periods causes pain or fatigue

Establish/ Restore

Reduce the impairment

Make referral for treatment to increase sitting tolerance (c).

Build compensatory skills

Allow learner to stand up or lie down whenever necessary.

Modify Task

Change the task or task expectations

Allow extra time to complete assignments.

Use assistive technologies

Use lumbar support in chair (c).

Use footstool.

Alter

Allow learner to work at home

If it is not possible for learner to maintain a comfortable position in the classroom, allow him/her to work at home checking in by telephone, or weekly or bi-weekly visits to the center.

Prevent

Prevent fatigue and pain

Encourage learner to change positions every 10-15 minutes to prevent pain and fatigue.

Accommodation Usage Component

Necessary Information

1) Accommodation(s) selected for use
2) Materials, tasks, or environments in which the accommodation(s) will be used

Steps

1) Acquire needed devices or materials for the accommodation(s)
2) Instruct the learner in using the accommodation(s)

Results

The learner will successfully know how and when to use the accommodation

Component Materials List

Accommodation Selection Record

Notes

Introduction

Many accommodations are available. Accommodations that provide access to a building or modify a specific task are comparatively easy to learn. These accommodations are usually more permanent and exist in a location (e.g. a ramp or large-print text books). Learning to use an adaptive or preventive accommodation, however, is similar to learning other new skills, behaviors, or information. These types of accommodations are more likely to be portable and designed for the individual learner (e.g. whole page magnifiers or software to enlarge computer text).

Since most of us find learning difficult in at least one area, learning to use an accommodation may also be difficult. As the adage goes, "Change is hard." While expectations for the accommodation may be high, the reality is the benefit occurs slowly for many learners. Persons who have never worn eye glasses may find a dramatic, immediate benefit to wearing glasses. Not all accommodations have such an immediate benefit. We would not expect someone who has trouble writing to automatically use a word processor without training. Even learning to use a pencil gripper will require some practice and assistance.

The Accommodation Usage Component serves as a reminder that the instructor has a role in teaching the learner about a selected accommodation. If the learner has a long history of experience with accommodations or has used one similar to the selected accommodation, the transition will be relatively easy. Therefore, the steps outlined in this and the following components are not equally applicable to all accommodations. Depending on the learner, the learner's goals, the accommodation, and the context in which the accommodation is used, these steps have variable value. For some accommodations, the step will be easy to complete. For other accommodations additional effort and time will be required. The steps outlined below will assist the instructor in increasing the likelihood that the accommodations are successfully implemented.

Questions and Answers

Q: Are each of these instructional principles or stages relevant for each accommodation?

A: No.

Q: How do you decide which principles to incorporate when teaching an accommodation?

A: You and the learner are the best judges in making that decision. If in doubt, use the principle.

Q: How long should you spend in each phase of instruction?

A: We have no particular rule because of the variation between learners, the contexts, and the accommodations. The amount of time will depend on these factors and the goals the two of you have agreed to complete. As you become more familiar with this approach, you can set levels of proficiency that indicate a learner has mastered a principle. Setting a level of proficiency provides an objective standard against which you can measure progress. Learners appreciate such an approach.

Space is provided on the Accommodation Selection Record form to write observations relevant to learner acquisition and use. The instructor should inform the learner this record form is available. The learner and instructor may want to share responsibility in completing the record and keeping it current. This record is the only written documentation of the accommodation unless the program or individual develop an alternative. Thus, it may have value to persons other than instructors.

Step 1: Acquire needed devices or materials for the accommodation(s)

The materials and resources for acquiring some accommodations are available from a number of sources. The *Compendium on Materials and Resources* was designed to assist in locating and obtaining needed accommodation devices, services, or procedural information.

Local community resources such as libraries, vocational rehabilitation services, assistive technology centers, school resource centers, state literacy resource centers, and community civic organizations and agencies can be helpful for locating accommodations.

Step 2: Instruct the learner in using the accommodation(s)

Adult learners and their instructors have explained that practice with new accommodations is beneficial. Practice becomes even more important if the outcome of using the accommodation has a greater consequence (e.g., passing the GED).

The following instructional principles have been adapted from the *Strategies Intervention Model** *(SIM)*. In the *SIM*, these principles are included in the section concerning instruction of learners using a particular learning strategy. The principles can be thought of as steps or sequential stages that have proven effective in other instruction. We suggest you use a similar order in teaching an accommodation.

Instructional Principle 1: Describe

This principle is intended to paint the "big picture" about using a particular accommodation. This step outlines some general contextual support about the accommodation.

1. Describe the accommodation and what goals it will help accomplish.
2. You and the learner should identify when the accommodation is appropriate for use.

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* Work on the Strategies Intervention Model started in 1979 at the University of Kansas Center for Research on Learning for teaching adolescents with learning disabilities. Since then, many aspects have been used successfully in middle school, high school, and adult education settings.

3. Identify the benefits you both expect to accrue from using the accommodation.
4. Identify some of the costs that might be associated with learning the accommodation. Identifying these costs might also help understand that benefits result from overcoming possible barriers.

Instructional Principle 2: Model

When we show someone how to do a task or use a tool, we provide an important model. If appropriate, instructors should be familiar with the accommodation so they can demonstrate its use. The learner's role is to imitate that model. As you model the accommodation, "think aloud" for the learner. This provides a glimpse at some of the cognitive processes you are using in addition to visible behaviors.

More than one modeling of an accommodation may be necessary. Instructors should encourage learners to ask questions as the modeling is completed. Their questions will be clues about their level of understanding.

The modeling principle is also important for instructors. Instructors learn the limitations of specific accommodations and the initial effort a learner will have to make to learn an accommodation. This is a good time to demonstrate that learning is not automatic even for you, the instructor. Like learning to use a computer keyboard or mouse or to ride a bicycle, some risk and errors are expected but continued practice will improve performance.

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Instructional Principle 3: Verbal rehearsal

If you found during the model stage you could identify several steps in using the accommodation, record those steps. The record may be a helpful reminder for learning to use the accommodation effectively. Some learners may find the list an important reference until they become familiar with the accommodation.

You may want to quiz the learner about steps in using the accommodation. The quiz can be initiated as another step to ensure success.

Instructional Principle 4: Controlled practice

Notice that up to this point, learners have not really used the accommodation. In this principle, you will provide carefully controlled situations so the accommodation can be practiced. The most important outcome of this controlled practice is that learners feel increasingly successful, fluent, and confident. By ensuring a high rate of success, the two of you will be able to detect possible areas in which errors may occur.

Instructor Tip

On the same day a learner begins independently using an accommodation, check how the usage is going. We do not have specific data to support this recommendation, but based on other experiences in instructional and behavioral interventions, we know monitoring is very important. This checking is very important as support and a means of quickly solving any dilemmas caused by the accommodation.

Supervision during this practice is very important. You need to ensure the accommodation is practiced correctly. Your comments should be directed at steps completed correctly as well as any errors. This is important for maintaining the correct parts of accommodation use. This positive and timely feedback will also increase the learner's confidence.

Instructional Principle 5: Generalized practice

When the learner and you feel comfortable that the accommodation is learned, proceed to practice in the actual context or with the actual tasks requiring the accommodation. In generalized practice, the instructor provides cues and guidance less *frequently*, but not less *specifically*. Feedback needs to be very directed.

Learners assume greater responsibility for using the accommodation at this stage. One way the instructor can assist is by asking questions and eliciting the learner's observations about the accommodation (e.g., When does it work well for you? On what part do you need more practice? Do you feel comfortable with the accommodation? Have you used the accommodation on .... (describe a relevant task)? Have you had sufficient practice with the accommodation?)

Some accommodations become so important to a person that they will readily use them (e.g., a parking pass to be closer to a facility entrance). Other accommodations may require a reminders (e.g., scheduling extended time for assignments or tests, asking for large print text, ensuring access to facilities). In your discussion, you might help orient the learner to opportunities to use the accommodations. This orientation might include the following questions and activities:

1. When will this accommodation be appropriate for you? (Record the activities and the times the accommodation will be used.)
2. What are some benefits of this accommodation?
3. Tell me how you have been using the accommodation.
4. Discuss activities in the adult education program that might also be appropriate for the accommodation.
5. What subject areas would be appropriate for the accommodation?
6. What roadblocks or barriers might limit your use of the accommodation?
7. Prepare written affirmations about the value of using the accommodation.
8. Write cues that might remind the learner to use the accommodation.
9. Schedule times for reviewing progress on using the accommodation. (This activity fits well with the Accommodation Monitoring Component, p.182).
10. Have you made any modifications to the accommodation?
11. Review the steps in using the accommodation.

In this generalization practice, instructor supervision is much more limited but continues to be important. Do not assume the learner has mastered the accommodation. Instructors and learners will need to continue their discussions about the progress, barriers and goals regarding the accommodation.

Summary

Learners may expect you will be able to help them learn accommodations just as you instruct them in other academic and skill areas. If learners have difficulty using an accommodation, review these instructional principles to understand the basis for that difficulty.

Again, not all principles are equally applicable to all learners or to all accommodations. Selecting and outlining a strategy to learn an accommodation is critical and should be part of a learner's goals just as other content or skill goals are identified in the adult education program.

The final component functions to assess and monitor the selected accommodation(s) to determine if the accommodation is useful or modifications need to be made.

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Deshler, D.D., Schumaker, J.B., & Lenz, B.K. (1984). Academic and cognitive interventions for LD adolescents (Part 1). *Journal of Learning Disabilities, 17*(2), 108-117.

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Mellard, D.F., & Scanlon, D. (1998). *An Adult Educator's Guide to an Improved Program.* Lawrence, KS: University of Kansas, Center for Research on Learning, Institute for Adult Studies.

Accommodation Monitoring Component

Necessary Information

Materials describing the learner's functional needs assessment and accommodations

Steps

1) Gather qualitative and quantitative information that describe the results of the accommodation(s)
2) Discuss the results of using the accommodation(s) with the learner
3) Record progress of accommodation(s) usage
4) Plan next steps

Results

1) The decision is made whether to continue accommodation(s) or make modifications
2) A secondary decision is made whether the learner has other needs that can be addressed in the Adult Education program or elsewhere through a referral (e.g., assistive technology centers, social services, vocational rehabilitation, community or national organizations)

Component Materials List

Accommodation Selection Record

Notes

Introduction

After completing instruction in using the selected accommodation(s), the learner will implement it to help reach his or her goal. The learner may adapt well to the accommodation and become proficient, but continued monitoring is important. The monitoring should focus on the learner's usage, proficiency, and outcomes. Recall that an accommodation was selected to achieve particular goals. That is, one accommodation was selected over other alternatives because of particular characteristics or desired outcomes.

Monitoring will help ensure desired goals are reached. Circumstances might change and other accommodations may become better choices for the learner. Also, mastery of one accommodation may be a prerequisite for learning a more powerful one which has greater utility. The instructor has an important role in these decisions.

As part of monitoring, a written record is helpful. The record of progress serves as a permanent and visible reminder of the learner's increased proficiency. This record can be invaluable and absolutely crucial for other agencies to approve the use of the accommodation. For example, most learners might benefit from increased time to complete assignments or tests. A record of how increased time changed a learner's performance might be convincing to another agency or employer. In addition, documented practice with an accommodation reinforces the idea that accommodations need to be used and practiced. Monitoring responsibilities can be shared by the instructor and learner or be the sole responsibility of the learner. This topic could be addressed in a discussion when the learner's achievement or progress is reviewed.

Step 1: Gather qualitative and quantitative information that describes the results of accommodation(s)

The instructor and learner have shared responsibilities in this step. Monitoring outcomes of using an accommodation can happen in several ways. Monitoring might be very formal with carefully constructed evaluations that yield numerical results. Another formal evaluation could be carefully constructed evaluations that gather perceptions and observations from several individuals. At the other end of the evaluation continuum, an instructor and learner might agree to discuss how well the accommodation is helping the learner after a given period of time or when the learner has completed a set of tasks.

The important activity of this step is reaching agreement that the outcomes of using the accommodation will be reviewed. Records of daily performance, work sheets, computerized products, unit or chapter tests, self-tests, or other products can all be used in assessing the results. Similarly, a journal or even notes on a calendar by the learner or instructor may be valuable for providing a record to share. In some locations, an instructor may not be able to review a learner's work in detail. As an alternative, learners record reactions in a journal that can be quickly reviewed. The instructor provides written reactions or other responses relevant to the learners' comments. This diary approach provides a rich source of information about the accommodation that can be useful over time.

Instructor Tip

Discuss with the learner what opportunities might be available for monitoring progress with the accommodation. As an instructor, you want to increase the learner's responsibility for monitoring the outcomes of using the accommodation. This information will help the both of you assess its value.

Some opportunities might include activities outside the adult education program at home, work, or in the community.

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Step 2: Discuss the results of using the accommodation(s) with the learner

This discussion should include the learner and those instructors who can contribute information about the value of the accommodation. Many adult education programs have staff regularly schedule reviews with learners. Sometimes the reviews are based on hours of participation, goal attainment, or frequency of participation. These opportunities are all important when assessing the progress, value, and outcomes of the accommodations.

Evaluative comments from instructors can be helpful, though they do not have to formally participate in the discussion. Their comments can be elicited prior to the review. The review may be brief but important in supporting the learner and dealing with frustrations that are an inevitable part of change or learning new behaviors. In the review, a number of questions might be asked, including:

- What benefits are you are seeing from the accommodation(s)?
- Are you reaching the goals you want with the accommodation(s)?
- Do you see problems with using the accommodation?
- Are you experiencing any difficulties with the accommodation?
- How do you think the accommodation has helped you?
- What do we need to change?
- Do we need to review any part about using the accommodation?
- Do you need to change your use of the accommodation?
- What is an example of a way your accommodation has helped you?
- How satisfied are you with the accommodations provided for you?
- In what other settings have you used the accommodations?

    Home Work Church
    Library Recreation Shopping
    Other educational setting: ____________________
    Other community setting: ____________________

Step 3: Record progress of accommodation(s) usage

This step includes the instructor and the adult learner. Take advantage of the discussions and evaluation information to develop some summary statements about using the accommodations. Ideally, the statements should reflect both the learner's *feelings* about the accommodation as well as the evaluation results.

Spaces are provided on the Accommodation Selection Record for including this information. In the section labeled Accommodation Monitoring, record the date of the review and your summary statements. This documentation will be helpful for providing a long-term review of progress with the accommodation. This documentation is helpful if the learner needs to demonstrate the value of the accommodation to another agency (e.g., social services or postsecondary setting) or employer. Such groups want to know the benefits the person achieved using the accommodation.

If the learner needs to use the accommodation in a setting that requires approval of accommodations (e.g., taking the GED examination), documentation should be summarized and included in the application process. For approval of an accommodation for exams like the GED, the supervising administrators typically require documentation of (a) the disability and (b) the demonstrated need and value of an accommodation. The request for the accommodation usually requires some time, at least a week and possibly several weeks. Thus, the instructor and learner should keep this time frame in mind as they are discussing goals and establishing the needed documentation. Allow plenty of time for the review.

Instructor Tip

The learner and instructor may want to set up some other record keeping procedure or form. Our advice is to keep it simple. The goal of adult education is not to learn an accommodation but to use accommodations to reach other goals. Thus, records should be easy to complete and use. Just make sure the accommodation(s) is creating the desired outcome(s).

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Step 4: Plan next steps

This step is explicitly for the instructor and other adult educators. After the reviews have been completed over a period of time, the instructor and learner should have a final meeting about how well the accommodation works. If progress is satisfactory, continued monitoring is important. The monitoring should focus not only on the *outcome* of using the accommodation but also on *how* the accommodation is used and if any negative consequences are observed or reported.

Sometimes, a good plan can have indirect, negative consequences. These unintended ripples can "undo" the desired outcomes. Ask about unplanned outcomes as part of planning your next steps to help learners reach their goals.

As part of this monitoring, you and the learner can include a discussion question about whether a different accommodation may be appropriate. Use the opportunity to review the Accommodation Selection Component. The steps and activities in that component are part of a decision process for selecting accommodations. A review might help you find an alternative.

Another explanation for limitation of an accommodation may be the learner is not using the accommodation as intended. A review of the instruction principles in the Accommodation Usage Component may address some problems.

Some learners may benefit from accessing additional information about their disability or accommodations. The learner might consider a referral to another agency who can help identify alternative accommodations or have other relevant information. Such services and agencies are identified in the *Compendium of Resources and Materials*.

If the accommodation is working, continue to monitor the progress. The learner can expect that as the accommodation is applied in new contexts, other issues may arise that may require an alternative course of action.

TARGET

TARGET:
A Self-Advocacy Strategy

Written by
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This Strategy is a component of the "Accommodating Adults with Disabilities in Adult Education Programs" Notebook, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

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Introduction

The *Target Self-Advocacy Strategy Manual* contains information about social skills and self-advocacy, as well as strategies to teach students about each of those topics. The strategies have been designed for use by adults with disabilities who may need to act as their own advocates for accommodations in a variety of settings, including work and education.

The purpose of the *Target Self-Advocacy Manual Strategy* is to provide teachers with a way to instruct students in a self-advocacy strategy. This strategy, cued by the acronym TARGET (**T**arget the topic; **A**ddress the need; **R**elate the reasons for the need; **G**ive a plan or ask for help; **E**xplain why the plan will work; **T**ie down future plans), allows students to plan for self-advocacy in discussing a topic such as a job, addressing a need such as an accommodation, discussing reasons for the need, offering a plan, explaining the plan, and making future plans based on the discussion. It also provides teachers with a way to instruct students in a social skills strategy cued by the acronym FACT (**F**ace the person; **A**ctivate eye contact; **C**heck expression; **T**alk clearly), that helps them act in the most effective way when discussing a request with another person.

This manual contains a scripted guide to instruction in social skills, self-advocacy, role-play and strategies. The guided script is followed by Cue Cards and a Planning Form with samples. These Cue Cards are designed to be used in conjunction with the preceding part of the manual.

Instructors might choose one of two instructional plans for teaching TARGET and FACT. The first instructional plan follows a traditional learning strategy model. In this plan, detailed information is given for presenting each of the lessons. A script is offered as well as the activities for learners. This first plan is especially recommended for instructors who are new to learning strategy instruction and for instructors whose learners require very structured lessons and direct instruction to learn and retain information.

The lessons are very prescriptive of the steps and activities for teaching the strategy. Our experience shows that for learners with disabilities, this instructional plan was more supportive of their learning styles and more likely to be useful to them.

The second instructional plan is for instructors who are more likely to have learners who can learn new material quickly and do not need the support of highly structured lessons. These learners are highly motivated and can acquire new information with minimal assistance from peers or instructors. With these learners, the instructor might use only the cue cards to review and practice the FACT and TARGET steps.

This manual and its strategies were developed in response to the needs of adults with disabilities to function in the most efficient and effective way possible, based on their legal rights and responsibilities. It should be used when teachers and students agree that students have a right to an accommodation due to a disability and when students are receptive to learning the strategies described on the previous page.

TARGET was developed in accordance with researched methods in learning strategies by the University of Kansas Center for Research on Learning. Similar in nature to the TARGET strategy, *The Self-Advocacy Strategy for Education and Transition Planning* by Anthony K. Van Reusen, Candace S. Bos, Jean B. Schumaker and Donald D. Deshler, has been proven to work effectively with adults in AE programs and is available for purchase without training. Purchasing information about this strategy and other Strategy Integration Model (SIM) materials is available by contacting Edge Enterprises at (785)749-1473.

Lesson One

An Introduction to Self-Advocacy, Social Skills, Role-Play and Strategies

GIVE AN ADVANCE ORGANIZER

1. **State the purpose of this lesson:** to introduce the concepts of self-advocacy, social skills, and strategies. Use Cue Card #1.
2. **State your expectations:** students will listen, participate in discussion, and practice the skills.

INTRODUCE AND DESCRIBE SELF-ADVOCACY

1. **Define "Self-Advocacy."** Self-Advocacy is a way of acting that helps you tell others about what you need in a way that gets the job done right.
2. **Discuss the importance of Self-Advocacy.** Discuss when and where students need to talk to others about their needs.
3. **Give an example of Self-Advocacy; demonstrate.** Example: ask someone for more time to finish a task.
4. **Discuss rationales for Self-Advocacy.** Discuss the good things that can happen if you can tell others about what you need in a way that they understand.

INTRODUCE SOCIAL SKILLS

1. **Define Social Skills.** Social skills are the skills we use to interact with people in a positive way. They include how we stand or sit, make eye contact, look, and sound.
2. **Provide a brief overview of Social Skills.** Explain that social skills will prepare them to be confident as they become effective self-advocates.

INTRODUCE ROLE-PLAY

1. **Define "Role-Play." Role-play is to act a part.**
2. **Provide a brief overview of role-play.** Explain that in role-play you will ask the student to imagine himself or herself in a special situation, and sometimes the student will play the part of another person.

INTRODUCE A STRATEGY

1. **Discuss a strategy.** A strategy is a way to approach a task. Strategies have steps that organize the approach to a task and result in success. They are often cued by words called "acronyms." An acronym is a word formed from the initial letters of a series of words.
2. **Provide a brief overview of the TARGET Strategy** which will help them become good self advocates. Discuss each step.

GIVE A POST-ORGANIZER

1. **Review** the meaning of self-advocacy, social skills and strategy.
2. **Preview the next lesson:** to learn about the FACT social skills.

Notes:

Lesson Two

An Introduction to Social Skills

GIVE AN ADVANCE ORGANIZER

1. **State the purpose of this lesson:** to introduce the concept of social skills and provide an overview of the "FACT" Steps.
2. **Review social skills:** skills we use when we interact with people in a positive way. They include how we stand or sit, make eye contact, look and sound.
3. **State your expectations:** students will listen, participate in discussion, and practice the skills.
4. **Students will learn how to role play.**

INTRODUCE AND DESCRIBE: The "FACT" Steps

1. **Introduce FACT Steps.** Use Cue Card # 2.
2. **Discuss the acronym** that reminds students about the steps.

MODEL THE FIRST FACT STEP: "FACE THE PERSON"

1. **Introduce** body position and posture.
2. **Demonstrate** good posture and squarely facing the person you are talking to.
3. **Student Practice:** ask students to practice the "Face the Person" step with you or another student.
4. **Discuss** how this feels and brainstorm any problems.

MODEL THE SECOND FACT STEP: "ACTIVATE EYE CONTACT"

1. **Introduce** the importance of making eye contact.
2. **Demonstrate** how to make eye contact.
3. **Student Practice:** ask students to practice the "Activate Eye Contact" step with you or another student.
4. **Discuss** how this feels and brainstorm any problems.

MODEL THE THIRD FACT STEP: "CHECK EXPRESSION"

1. **Introduce** the importance of having an appropriate expression when you are telling another person about your needs.
2. **Demonstrate** how to check that you have appropriate expression. Stress that the expression should indicate that you have a serious topic to discuss but that you are willing to work with the person in a pleasant way.
3. **Student Practice:** ask students to practice the "Check Expression" step with you or another student.
4. **Discuss** how this feels and brainstorm any problems.

MODEL THE FOURTH FACT STEP: "TALK CLEARLY"

1. **Introduce** the importance of talking clearly with an appropriate tone.
2. **Demonstrate** the way to talk clearly with an appropriate tone.
3. **Student Practice:** ask students to practice the "Talk Clearly" step with you or another student.
4. **Discuss** how this feels and brainstorm any problems.

GIVE A POST - ORGANIZER

1. **Review** the major components of the FACT Steps lesson.
2. **Preview the next lesson:** to learn the first step of the TARGET Strategy: Target the Topic.
3. **Remind students about the FACT Steps:** students will use them with every step of the TARGET Strategy.
4. **Distribute and discuss the assignments.**
5. **Solicit and answer questions.**

CONDUCT GENERALIZATION ACTIVITIES

1. **Conduct at least one additional activity to further promote generalization.** Talk about, or assign students to think about places they could use the FACT social skills.

Lesson Three

The "Target the Topic" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lesson.** 2. **Discuss the previous lesson's assignments.** 3. **State the purpose of today's lesson:** to learn the "Target the Topic" step in the TARGET Strategy. Use Cue Card #3. 4. **State your expectations:** to listen, participate in the discussion, and practice the "Target the Topic" step" with the FACT Steps.
INTRODUCE AND DESCRIBE	1. **Introduce the "Target the Topic" step.** 2. **Define "Topic:"** telling what you want to talk about in a word or few words. 3. **Discuss where the "Target the Topic" step can be used:** school, home, job, and community. 4. **Discuss where you can highlight a topic.** Discuss important things at school, work, or in everyday life. 5. **Discuss the following principle related to targeting the topic.** Everyone can also use the FACT Steps when they discuss a topic to another person.
MODEL THE "TARGET THE TOPIC" STEP	1. **Introduce** getting ready by thinking aloud about the FACT Steps. 2. **Provide a model of targeting a topic** such as, needing more time to finish a task. Incorporate the FACT Steps.

ANALYZE AND DISCUSS STRATEGY COMPONENTS

1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression and talking clearly.
2. **Discuss "Targeting the Topic."**
3. **Discuss combining** the FACT Steps with the Targeting the Topic step.
4. **Discuss different ways of highlighting a topic:** naming it, giving examples, etc..
5. **Discuss what to do when a person acknowledges your topic:** pay attention and listen carefully to the tone and prepare to move to the next step.

CONDUCT VERBAL PRACTICE

1. **Introduce the verbal practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'T' step ("Target the Topic") of the TARGET Strategy. To memorize the steps, you will work with your partners.

REVIEW THE ROLE-PLAYING SKILL

1. **Review** the concept of role-playing.
2. **Model** how to role-play the "Target the Topic" step. Discuss how to give feedback.

CONDUCT ROLE-PLAY PRACTICE

1. **Provide instructions** for the role-play practice.
2. **Supervise** the role-play practice.
3. **Check students' performance** of the skill.

GIVE A POST-ORGANIZER

1. **Review the lesson.**
2. **Preview the next lesson:** to learn the "Address the Need" step.
3. **Distribute and discuss the assignments.**
4. **Solicit and answer questions.**

CONDUCT GENERALIZATION ACTIVITIES

1. **Conduct at least one** additional activity.

Lesson Four

The "Address the Need" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER

1. **Review the previous lesson.**
2. **Discuss the previous lesson's assignments.**
3. **State the purpose of today's lesson:** to learn the "Address the Need" step in the TARGET Strategy. Use Cue Card #3.
4. **State your expectations:** to listen, participate in the discussion, and practice the "Address the Need" step with the FACT Steps.

INTRODUCE AND DESCRIBE

1. **Introduce the "Address the Need" step.**
2. **Define "Address."** Telling more about something by giving examples or reasons.
3. **Discuss the following principle related to addressing the needs.** Everyone can use the FACT Steps when they tellanother person about a need.
4. **Discuss where addressing the need can be used.** School, home, job, and community.
5. **Discuss where you can address the needs.** Discussing needs you have at school, work, or everyday life.

MODEL THE "ADDRESS THE NEED" STEP

1. **Introduce** the model with FACT Steps by thinking aloud how you will use the FACT Steps to help you address the need.
2. **Provide a model of addressing the need:** such as, needing more time because of a reading disability.

ANALYZE AND DISCUSS STRATEGY COMPONENTS

1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression and talking clearly.
2. **Discuss how to** "Address the Need."
3. **Discuss** combining the FACT Steps with the "Address the Need" step.
4. **Discuss different ways to address the need:** telling more about, giving reasons, giving examples, etc..
5. **Discuss what to do when a person acknowledges your explanation of what you need.** Pay attention and listen carefully to the tone and prepare to move to the next step.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'A' Step ("Address the Need") of the TARGET Strategy. To memorize the steps, you will work with your partners. Ask students to memorize the FACT Steps and the first two steps of the TARGET Strategy.
ROLE-PLAY EXPLAINING THE TOPIC	1. **Review** the concept of role-playing. 2. **Model how to role-play the "Address the Need" step.** Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions** for the role-play practice. 2. **Supervise** the role-play practice. 3. **Check students' performance** of the skill.
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to learn the "Relate the Reasons for the Need" step. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Five

The "Relate the Reasons for the Need" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER

1. **Review the previous lesson.**
2. **Discuss the previous lesson's assignments.**
3. **State the purpose of today's lesson:** to learn the "Relate the Reasons" step in the TARGET Strategy. Use Cue Card #3.
4. **State your expectations:** to listen, participate in the discussion, and practice the "Relate the Reason for the Need" step with the FACT Steps.

INTRODUCE AND DESCRIBE

1. **Introduce the "Relate the Reasons" step.**
2. **Define "Relate."** Connecting things.
3. **Discuss the following principle:** Everyone can use the FACT Steps when they give reasons to another person.
4. **Discuss where relating the reasons can be used.** School, home, job, and community.
6. **Discuss where you can relate reasons for a request.** Discussing needs you have at school, work, or everyday life.

MODEL THE "RELATE THE REASONS" STEP

1. **Introduce the model** by thinking aloud how to discuss relating the reasons with FACT Steps.
2. **Provide a model for "Relate the Reasons"**: such as needing more time because of a reading disability.

ANALYZE AND DISCUSS STRATEGY COMPONENTS

1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression, and talking clearly.
2. **Discuss "Relate the Reasons."**
3. **Discuss combining the "FACT" Steps with the "Relate the Reasons" step.**
4. **Discuss different reasons that may need to:** telling what tests have revealed, etc.
5. **Discuss what to do when a person acknowledges your reasons.** Pay attention and listen carefully to the tone and prepare to move to the next step.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'R' Step ("Relate the Reasons") of the TARGET Strategy. To memorize the steps, you will work with your partners.
PREPARE FOR ROLE-PLAYING	1. **Review** the concept of role-playing. 2. **Model** how to role-play the "Relate the Reasons" step. Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions for the role-play practice.** 2. **Supervise the role-play practice.** 3. **Check students' performance of the skill.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to learn the "Give a Plan or Ask For Help" step. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Six

The “Give a Plan or Ask for Help” Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lesson.** 2. **Discuss the previous lesson's assignments.** 3. **State the purpose of today's lesson:** to learn the “Give a Plan or Ask for Help” step in the TARGET Strategy. Use Cue Card #3. 4. **State your expectations:** to listen, participate in the discussion, and practice the “Propose a Plan or Ask for Help” step with the FACT Steps.
INTRODUCE AND DESCRIBE	1. **Introduce the “Give a Plan or Ask for Help” step.** 2. **Define “Give.”** Suggest or name. 3. **Discuss the following principle related to explaining the topic.** Everyone can use the FACT Steps when they give a plan or ask for help from another person. 4. **Discuss where giving a plan or asking for help can be used.** School, home, job, and community. 5. **Discuss where you can give a plan or ask for help.** Discuss needs you have at school, work, or everyday life.
MODEL THE “GIVE A PLAN OR ASK FOR HELP” STEP	1. **Introduce** the model by thinking aloud how to discuss giving a plan or asking for help with the “FACT” Steps. 2. **Provide a model of “Give a Plan or Ask for Help:”** for example, “I would like an extra ten minutes to read all directions. Can you suggest a way that I can have more time?”
ANALYZE AND DISCUSS STRATEGY COMPONENTS	1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression, and talking clearly. 2. **Discuss “Give a Plan or Ask for Help.”** 3. **Discuss combining the FACT Steps with the “Give a Plan or Ask for Help” step.** 4. **Discuss different ways of proposing a plan or asking for help:** having a plan written out, having two or three different plans or questions, etc. 5. **Discuss what to do when a person acknowledges your plan or question.** Pay attention and listen carefully to the tone and prepare to move to the next step.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'G' Step ("Give a Plan") of the TARGET Strategy. To memorize the steps, you will work with your partners.
PREPARE FOR ROLE-PLAYING	1. **Review** the concept of role-playing. 2. **Model** how to role-play the "Give a Plan or Ask for Help" step. Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions for the role-play practice.** 2. **Supervise the role-play practice.** 3. **Check students' performance of the skill.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to learn the "Explain Why the Plan Will Work" step. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Seven

The "Explain Why the Plan Will Work" Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER

1. **Review the previous lesson.**
2. **Discuss the previous lesson's assignments.**
3. **State the purpose of today's lesson:** to learn the "Explain Why the Plan Will Work" step in the TARGET Strategy. Use Cue Card #3.
4. **State your expectations:** to listen, participate in the discussion, and practice the "Explain Why the Plan Will Work" step with the FACT Steps.

INTRODUCE AND DESCRIBE

1. **Introduce the "Explain Why the Plan Will Work" step.**
2. **Define "Explain."** To tell about with details.
3. **Discuss the following principle related to explaining the plan.** Everyone can use the FACT Steps when they "Explain Why the Plan Will Work."
4. **Discuss where explaining a plan can be used.** School, home, job, and community.
5. **Discuss where you can explain plans.** Explain why plans will work at school, work, or in everyday life.

MODEL THE "EXPLAIN WHY THE PLAN WILL WORK" STEP

1. **Introduce** the model by thinking aloud how to discuss making future plans with FACT Steps.
2. **Provide a model of "Explain Why the Plan Will Work,"** such as starting work, setting another meeting, etc.

ANALYZE AND DISCUSS STRATEGY COMPONENTS

1. **Review the "FACT" Steps.** Discuss facing a person, activating eye contact, checking expression and talking clearly.
2. **Discuss "Explain Why the Plan Will Work."**
3. **Discuss combining the FACT Steps with the "Explain Why the Plan Will Work" step.**
4. **Discuss different ways of making future plans:** having a plan ready, listening and talking, taking notes and meeting again, etc.
5. **Discuss what to do when a person acknowledges your plan.** Pay attention and listen carefully to the tone and prepare to move to the next step.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill steps of FACT and be able to explain the 'E' Step (Explain Why the Plan Will Work) of the TARGET Strategy. To memorize the steps, you will work with your partners.
PREPARE FOR ROLE-PLAYING	1. **Review** the concept of role-playing. 2. **Model** how to role-play the "Explain Why the Plan Will Work" step. Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions for the role-play practice.** 2. **Supervise the role-play practice.** 3. **Check students' performance of the skill.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to learn the "Tie Down Future Plans" step. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Eight

The “Tie Down the Future Plans” Step of the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lesson.** 2. **Discuss the previous lesson's assignments.** 3. **State the purpose of today's lesson:** to learn the “Tie Down Future Plans” step in the TARGET Strategy. Use Cue Card #3. 4. **State your expectations:** to listen, participate in the discussion, and practice the “Tie Down Future Plans” step with the FACT Steps.
INTRODUCE AND DESCRIBE	1. **Introduce the “Tie Down Future Plans” step.** 2. **Discuss the following principle related to tying down future plans.** Everyone can use the FACT Steps when they work with another person to make plans. 4. **Discuss where tying down future plans can be used.** School, home, job, and community. 5. **Discuss where you can remember to tie down plans.** Discuss plans you have at school, work, or everyday life.
MODEL "TIE DOWN FUTURE PLANS" STEP	1. **Introduce** the model by thinking aloud how to discuss tying down future plans with FACT Steps. 2. **Provide a model of tying down future plans:** such as jobs, tests, etc.
ANALYZE AND DISCUSS STRATEGY COMPONENT	1. **Review the FACT Steps.** Discuss facing a person, activating eye contact, checking expression and talking clearly. 2. **Discuss "Tying Down Future Plans."** 3. **Discuss combining the FACT Steps with the "Tying Down Future Plans" step.** 4. **Discuss different ways of tying down future plans:** verbal, written. 5. **Discuss what to do when a person acknowledges the future plans:** expressing thanks, setting other meetings, reviewing schedules, etc.

CONDUCT VERBAL PRACTICE	1. **Review the verbal-practice activity.** To use the skill, you need to know the skill Steps of FACT and be able to explain the last 'T' Step ("Tying Down Future Plans") of the TARGET Strategy. To memorize the steps, you will work with your partners.
PREPARE FOR ROLE-PLAYING	1. **Review** the concept of role-playing. 2. **Model** how to role-play the "Tie Down Future Plans" step. Discuss how to give feedback.
CONDUCT ROLE-PLAY PRACTICE	1. **Provide instructions for the role-play practice.** 2. **Supervise the role-play practice.** 3. **Check students' performance of the skill.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to verbally rehearse the steps of FACT and TARGET. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity.

Notes:

Lesson Nine

Verbal Rehearsal

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to verbally rehearse the steps of FACT and TARGET until students have them memorized. Use Cue Cards #2 and #3. 4. **State your expectations:** to tell the steps when asked, to listen and check others, and to practice until all steps are memorized.
CONDUCT COMBINED VERBAL PRACTICE	1. **Review the verbal-practice activity until all students have mastered the steps of FACT and TARGET.**
GIVE A POST ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to practice the steps of TARGET by asking for more time to do a task. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZTION ACTIVITIES	1. **Conduct at least one** additional activity to prepare for the verbal rehearsal.

Notes:

Lesson Ten

Practice the Combined TARGET Steps

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to practice the steps of the TARGET Strategy with the FACT Steps in a practice activity until students can use the strategy. Use Cue Cards # 2 and 3. 3. **State your expectations:** to practice the steps of the strategy with the teacher or other students and to help others practice the strategy, if necessary.
CONDUCT ROLE-PLAY	1. **Conduct the practice activity until all students have mastered the use of FACT and TARGET.** 2. **Use the task of asking for more time to do a task or come up with a common need that students want to practice.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** to review topics for the TARGET Strategy. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity to think about the combined steps.

Notes:

Lesson Eleven

Select Topics and Accommodations for using the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to discuss topics or places where students could use the TARGET Strategy with the FACT Steps in real life and with possible accommodations. Use Cue Cards #4 and #5. 3. **State your expectations:** to brainstorm places students could use the strategy and discuss topics and accommodations. Use Cue Cards #4 and #5 as needed, or add your own topics and accommodations.
CONDUCT DISCUSSION	1. **Ask for suggestions about where the strategies of FACT Steps and TARGET Strategy could be used.** 2. **Show the topics and accommodations on Cue Cards #4 and #5, discuss them, and add to them.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** using a Planning Form for the TARGET Strategy. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity to prepare to think about topics.

Notes:

Lesson Twelve

Use the Planning Form for the TARGET Strategy

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to use a Planning Form to think about and get ready to use the TARGET Strategy with the FACT Steps in real life. Use the Planning Form provided on Cue Card #6. 3. **State your expectations:** to brainstorm topics students could use on the Planning Form; to fill out the Planning Form either alone or with help to get ready to use the TARGET Strategy with the FACT Steps in real life. Use Cue Cards #7 and #8 as needed for illustration.
CONDUCT DISCUSSION	1. **Ask for questions about the Planning Form for the TARGET Strategy.** 2. **Model filling out a Planning Form.** 3. **Assist students as needed in selecting a topic and associated accommodations.** 4. **Assist students as needed in filling out a Planning Form.**
GIVE A POST-ORGANIZER	1. **Review the lesson.** 2. **Preview the next lesson:** using a Planning Form for a final practice to use the TARGET Strategy in a real setting. 3. **Distribute and discuss the assignments.** 4. **Solicit and answer questions.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity to prepare to use the strategy.

Notes:

Lesson Thirteen

Use the TARGET and FACT Steps

GIVE AN ADVANCE ORGANIZER	1. **Review the previous lessons.** 2. **State the purpose of today's lesson:** to use the steps of the TARGET Strategy with the FACT Steps in a real-life activity. Use Cue Cards #1 and #6. 3. **State your expectations:** to use the steps of the strategy by role-playing with teacher or another student and to role-play other roles to help other students practice the strategy, if necessary.
CONDUCT ROLE-PLAY	1. **Conduct role-play activity until all students have mastered the use of FACT and TARGET on their real-life tasks.**
GIVE A POST-ORGANIZER	1. **Review the lesson.**
CONDUCT GENERALIZATION ACTIVITIES	1. **Conduct at least one** additional activity to cue the students about continued use of the FACT Steps and the TARGET Strategy.

Notes:

Cue Cards

Introduction to Self-Advocacy

Definitions

1. **Self-Advocacy**- a way of acting that helps you tell others about what you need in a way that gets the job done right.

2. **Social Skills**- the skills we use to interact with people in a positive way. This includes how we stand or sit, make eye contact, look, and sound.

3. **Strategy**- a way to approach a task. A strategy has steps that organize the approach to the task. Strategies are often cued by words called acronyms. An acronym is a word formed from the initial letters of a series of words.

4. **Role-play**- to act a part. In role-play, a situation is imagined. The situation usually represents one that the student may encounter. The student may be asked to take the role of himself or herself or another person such as a teacher or employer.

Supplemental Social Skills Strategy

FACT

1. **F**ace the person.
2. **A**ctivate eye contact.
3. **C**heck expression.
4. **T**alk clearly.

Remember the acronym with the sentence: "I can help by sharing a FACT."

CUE CARD #3

Steps of the SELF-ADVOCACY Strategy

TARGET

1. **TARGET the topic**. State briefly the main idea or problem you want to discuss.

2. **ADDRESS the need**. For example, you may need more time to complete a task at work.

3. **RELATE the reasons for the need**. For example, a learning disability was identified in high school.

4. **GIVE a plan or ask for help making a plan**. For example, identify tasks that require more time.

5. **EXPLAIN why the plan will work**. For example, one reason you might think it will work is that it worked at a previous job or in another school.

6. **TIE DOWN future plans**. Begin working with the accommodation.

Sample Topics for the Self-Advocacy Strategy

Step 1: Target the topic.

1. Job
2. School
3. Services
4. Housing
5. Shopping
6. Transportation
7. Recreation

Sample Accommodations for Step Two

Step 2: Address the need for accommodations such as:

1. **Provide more time.**
2. **Provide schedule changes.**
3. **Provide special equipment.**
4. **Provide a helper.**
5. **Change the setting.**
6. **Change the task.**

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CUE CARD #6

Planning Form for the Self-Advocacy Strategy: TARGET

1. Target the topic.

   I would like to talk to you about: ______________________________

   ____

2. Address the need.

   I would like to ask for: ______________________________________

   ____

3. Relate the reasons for the request

   Let me tell you why I am asking for this. ______________________

   ____

4. Give a plan.

   I think this plan will work: *or* **Can you help me with this:** ______

   ____

   ____

5. Explain why the plan will work.

   Let me tell you how this worked in the past: ___________________

   ____

6. Tie down future plans.

   Could I start work on ______________________________________ **?**

   Can we meet again on ______________________________________ **?**

Planning Form for the Self-Advocacy Strategy: TARGET

Example:

1. Target the topic.

I would like to talk to you about: a problem I'm having in class.

2. Address the need.

I would like to ask for: you to speak more loudly in class.

3. Relate the reasons for the request.

Let me tell you why I am asking for this: I have trouble hearing in my left ear, so I need people to speak loudly.

4. Give a plan.

I think this plan will work: *or* **Can you help me with this:**

Can you help me by speaking louder, and maybe I can sit near to the front, too.

5. Explain why the plan will work.

Let me tell you how this worked in the past: I think this will work, because I did it in other classes and it helped a lot.

6. Tie down future plans.

Could I start work on this right away ?

Can we meet again on next Monday, just to see how it's going ?

Planning Form for the Self-Advocacy Strategy: TARGET

Example:

1. Target the topic.

   I would like to talk to you about: a problem I'm having with the air conditioner.

2. Address the need.

   I would like to ask for: you to fix the air conditioner.

3. Relate the reasons for the request

   Let me tell you why I am asking for this. I'm asking for you to fix it because I have asthma and allergies, and I need the filtration.

4. Give a plan.

   I think this plan will work: ***or*** **Can you help me with this:** Can you come fix it sometime this week?

5. Explain why the plan will work.

   Let me tell you how this worked in the past: I think that this will work, because that will give you time to find a repairman, and I can just spend a few days at my brother's until it is fixed.

6. Tie down future plans.

   Could I start work on (you) fixing the A.C. this week **?**

   Can we meet again on Can you call me when it's fixed **?**

Compendium

Compendium of Materials and Resources

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This Compendium is a component of the "Accommodating Adults with Disabilities in Adult Education Programs" Notebook, developed through a project funded by the USDE National Institute on Disability and Rehabilitation Research.

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Introduction

This *Compendium of Materials and Resources* contains descriptions of effective accommodations and assistive technology and listings of materials and resources that are useful in obtaining additional information on a variety of accommodations and disability-related topics. The intended audience for use includes adult education administrators, instructors and volunteers.

The purpose of the *Compendium* is to provide specific information on accommodations that are referenced in other project materials and to provide background information on assistive technology and other disability-related topics with which adult educators may not be completely familiar. The first part of the *Compendium* contains textual descriptions of accommodations listed by areas of functional need. The functional need categories used are the same ones found in the *Procedural Guide*. The next section provides information on assistive technology that may be useful to adult learners with disabilities. The remainder of the *Compendium* is devoted to providing additional information and resources about topics that were identified as particular concerns of adult educators as they work with learners with disabilities. These topics include legal issues, types of accommodations, specific products, alternative funding sources and specific disabilities.

The *Compendium* was developed to provide information that adult educators might need in order to more effectively implement the steps provided in the *Procedural Guide* and to provide supplementary information to topics that the project materials could not cover in great detail. In developing the *Compendium*, project staff conducted a thorough literature review and compiled listings of published materials and resources. We also incorporated suggestions from our Consumer Panel, Resource Team, consultants, and national and statewide interviews and surveys.

The *Compendium* should be used as a resource guide by adult education staff whenever questions arise in the course of using other project materials. It should be especially helpful to practitioners as they work with adult learners with a variety of backgrounds, experiences, and disabilities. References to other project materials are made throughout the *Compendium* so that needed information can be quickly located. The contents of this product will benefit both educators and learners by facilitating the process of identifying and obtaining appropriate accommodations and by answering any questions that are not addressed elsewhere.

Accommodation Descriptions By Functional Need

There are many accommodations adult educators can use to help their learners. This section gives accommodations by the following functional needs:

- Reading
- Impaired vision
- No vision
- Handwriting
- Math
- Attention
- Staying on Track
- Organization
- Frustration
- Impaired Hearing
- Verbal Expression
- Accessibility
- Sitting Tolerance

READING

Enlarged print may prove to be significantly easier to read for those with reading difficulties, even when vision itself is intact. Limited enlargement can be done on a copy machine. Computer text size adjustment is generally more effective when preparing materials. Boldness of print (to heighten contrast) is equally as important as size.

A good resource for large print educational materials, (such as **textbooks**) either currently available or custom made is the American Printing House for the Blind (see Catalogue List).

A **typoscope** is simply a template—a piece of cardboard with an opening cut in it that will allow the individual to read only a portion of the print on a page without being distracted or confused by the remainder of the print. These are available commercially but are also easily made and can be cut according to the needs of the individual (see figure on following page).

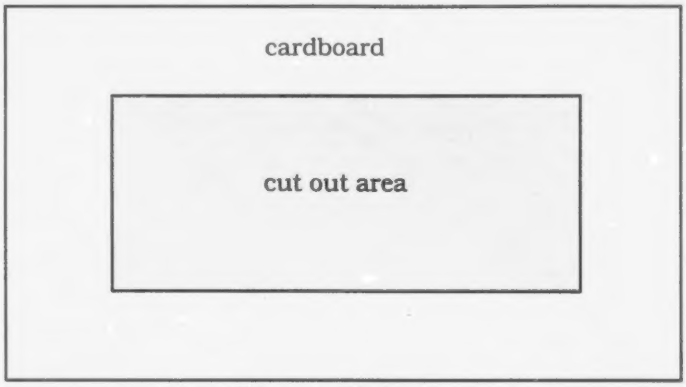


Figure 1 - Typoscope

IMPAIRED VISION

Low vision specialists evaluate visual status and current functional concerns of the individual; they then recommend the most appropriate visual aids. Some then provide training in optimal use of those aids. Some also provide training to increase the efficiency of available vision. These specialists are generally ophthalmologists or optometrists who have specialized in low vision, or they are other professionals (such as occupational therapists) who work in partnership with a referring doctor.

Lighting is usually a critical concern for people with low vision. Overhead lights are generally inadequate. The best lamp for reading, writing or engaging in other near-vision tasks is an adjustable reading lamp that allows light to be focused directly onto the print material. It should be directed over the shoulder, on the same side as the better or preferred eye, and should be below the level of the eye itself. These lamps are available in desk or floor models.

A 50 to 75 watt halogen bulb or 75 to 100 watt incandescent bulb is considered effective for people with many eye conditions. Florescent lights are generally less effective.

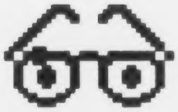
Natural light coming in through a window may be adequate for some, but is difficult to control (e.g., changes according to time of day or level of cloudiness). If used, light is generally considered best if coming from over the shoulder or from the side, and not shining directly into the eyes of the individual.

Magnifiers are available in a wide range of strengths and designs, and often must be "custom fitted" for the individual. Drug and variety stores may sell magnifiers, but their ranges are extremely limited—usually only very weak ones that work for a very limited portion of the low vision population.

Remember that the stronger the magnifier, the smaller its diameter, and the closer it must be held to the paper.

Enlarged print is necessary for many individuals with low vision, either with or without use of a magnifier. Limited enlargement may be done on a copy machine. Computer text size adjustment is generally more effective when preparing materials. Boldness of print (to heighten contrast) is equally as important as size.

A good resource for large print educational materials (such as textbooks), either currently available or custom made, is the American Printing House for the Blind. (see Catalogue List on page 244).



Yellow acetate overlays and yellow filters (sunglasses) often provide enhanced contrast and decreased glare for individuals with low vision. A roll of yellow acetate paper can be purchased at an art supply store. Yellow filters (as well as other colors of filters) are available from low vision specialists; however, they can often be found at drug stores or other stores that cater to older adults. One company that manufactures good quality filters is *NoIR* (see Catalogue List).

A **typoscope** is simply a template—a piece of cardboard with an opening cut in it that will allow the individual to read only a portion of the print on a page without being distracted or confused by the remainder of the print. These are available commercially but are also easily made and can be cutaccording to the needs of the individual (see figure 1).

Keyboard/Calculator enhancement can be done with colored tape; simply tape a bright color over the "f" and the "j", or the "+" sign, for example. The learner may prefer other keys to be marked instead of, or in addition to, those mentioned. Color preference is very individual but primary colors or black are usually the best.

Stick-on, large print high-contrast letters and numbers are also available from Maxi Aids, Inc., as are large button calculators. (see Catalogue List on page 244).

NO FUNCTIONAL VISION

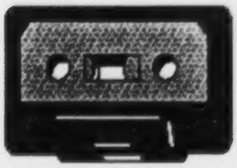
Braille is a method of written communication that needs to be taught by an experienced instructor.

Grade I consists of the alphabet, numbers and some punctuation marks. It is functional for personal reading and writing of rather small amounts (like notes, telephone numbers, addresses, etc.).

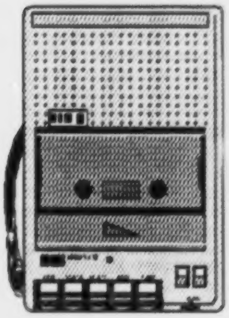
Grade II Braille consists of over two hundred contractions and short forms that allow reading and writing to be done much more quickly (and for text to be less cumbersome). Braille books are published in grade II; therefore, a learner in the adult education setting who is blind will need to be proficient in grade II Braille to utilize Braille textbooks or computers.

Braille textbooks may be available from the American Printing House for the Blind. (see Catalogue List).

Braille writing devices (nontechnological) include the brailler or slate and stylus. The former is somewhat like a typewriter, and is faster and appropriate for lengthier writing and notetaking. The latter is more like writing long hand; it is appropriate for writing shorter notes, taking down a message or phone number, etc.



Taped textbooks are available to those who pay an annual individual or institutional membership fee from: Recording for the Blind & Dyslexic (RFB&D), 20 Roszel Road, Princeton, NJ, 08540, (609) 452-0606, (website: http://www.rfbd.org/). This organization has a large collection of taped educational materials available for loan; upon special request, RFB&D also produces recordings of books not already in its library. The tapes must be played on special 4-track tape players, which are available from RFB&D, and various catalogues, including Maxi-Aids (see Catalogue Liston page 244). Contact the organization for eligibility requirements or other information, or access their website.



Tape players used by individuals with visual impairment are usually standard tape players (except as noted above), perhaps with tactual (or very bright markings) on the buttons to allow for easier access. Some machines already have raised symbols on their buttons; otherwise, these can be added quite easily. Puff paint or several layers of Elmer's glue can be used. A commercially available product, Hi-Marks, allows the user to make raised, bright orange-red marks on plastic or other surfaces. It is available from a number of sources, including Maxi-Aids.

HANDWRITING

A variety of **adaptive handwriting devices** are available from a number of sources. They include:

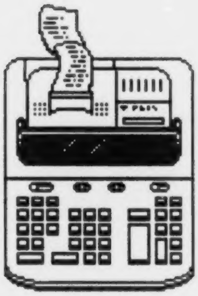
1. Triangular grips and foam grips (both slip-ons)—for those with some weakness in grip.
2. Sta-Pen, attached to a stabilizing base/writing frame—holds the pencil in place, at correct angle,and allows an individual to grasp base rather than writing utensil itself. For those with limited strengthand/or control in hands.
3. Foam tubing, which can be custom cut with scissors, to build up writing instrument. For those with limited grip or grip strength.

4. Weighted pens/pen holders—for those who have difficulty with hand control (such as tremor).

5. Slip-on pencil holders/universal cuffs—band attaches securely around the hand and holds the pencil in place and at the correct angle. For those with little or no grasp. These are available from Sammons-Preston or Smith & Nephew, Inc.

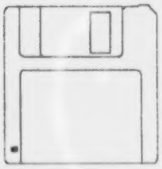
SOLVING MATH PROBLEMS

Math manipulatives are simply any three dimensional aids that provide a hands-on approach to solving math problems. Coins are an example of a manipulative, although many are commercially available from companies that cater to educators. One source, focusing exclusively on those who learn differently, is Learning disAbilities Resources (see Catalogue List on page 244).



Talking calculators, calculators with large buttons, or those with tape output are available from such retail outlets as Radio Shack. One catalogue source is Maxi Aids, Inc. (see Catalogue List on page 244).

Graph paper can be very helpful in organizing math problems on the paper. A variety of different kinds of paper is available from Learning disAbilities Resources (see Catalogue List on page 244).



Computer software aimed at reinforcing math concepts is available from educational suppliers andthrough many computer software companies. Staff at ABLEDATA (for information on ABLEDATA see page 249) can also provide information about specific programs.

ATTENTION TO TASK

A **typoscope** is simply a template—a piece of cardboard with an opening cut in it that will allow the individual to read only a portion of the print on a page without being distracted or confused bythe remainder of the print. These are available commercially but are also easily made and can be cut according to the needs of the individual (see figure 1 on page 231).

STAYING ON TRACK

A **typoscope** is simply a template—a piece of cardboard with an opening cut in it that will allow the individual to read only a portion of the print on a page without being distracted or confused by the remainder of the print. These are available commercially but are also easily made and can be cut according to the needs of the individual (see figure 1 on page 231).

ORGANIZATION

Mnemonics can be used to organize one's approach to remembering facts. As most educators know, this technique simply involves using first letters of words to form a new word or sentence to jog the memory. ROY G BIV helped many of us to learn the colors within the spectrum of white light—red, orange, yellow,etc. This can continue to be a helpful strategy for adults as well as younger learners.

FRUSTRATION

Relaxation and stress management are skills that are taught and monitored by various professionals. such as psychologists. The learner's personal physician is one individual who might be able to make an appropriate referral.

A number of self-help books available at local bookstores or libraries suggest ways to learn these skills without professional intervention.

IMPAIRED HEARING

Amplification can be provided by a system such as the "Pocket Talker Pro" which is available for less than $150.00 from MaxiAids, and includes an amplifier, a microphone, and a mini earphone. The microphone is placed near the origin of the sound to be heard (such as the educator).

Visual cues can be given through any of a number of alarm clocks that will alert the learner via a flashing strobe or halogen light. Available from MaxiAids.

Sign language and lip reading instruction must be provided by professionals in the field. Audiologists are hearing care professionals who specialize in prevention, identification, and assessment of hearing disorders and provide treatment and rehabilitative services. They may provide training in speech reading (formerly called lip reading), recommend other professionals who train in sign language, or may refer you to the appropriate agency or individual in the community who might provide these services. Your local VR agency may also be able to provide a listing of professional interpreters in your area.

VERBAL EXPRESSION

A **speech and language pathologist** is an allied health professional, usually with a master's degree,who can evaluate speech and language difficulties and assist in determining whether intervention might result in improvement of the identified barrier(s). This professional is also knowledgeable about communication devices that might be appropriate.

Speech and language pathologists can be found in most medical centers and schools. The learner's physician is a good source for a referral to an appropriate individual in this field.

ACCESSING FACILITIES WITH LITTLE OR NO VISION

Teaching the learner the layout of the facilities may be necessary for an individual with little or no vision. This service is best provided by a professional known as an "orientation and mobility specialist," if available in your community. Contact your local government social service agency for information on the state agency mandated to provide services to individuals with vision loss. Many of these agencies employ orientation and mobility specialists.

Some aspects of safe access to the environment can be addressed directly by educators. For example, one can critically examine the classroom environment, looking for obstacles such as cords, loose carpet, sharp protruding edges, etc. Move what can be moved. Then think about enhancing the **contrast** of those things that cannot be moved by marking them with a sharply contrasting color (other than red); most individuals with vision loss can see such contrast. Vinyl tape of various colors and widths can be purchased at most hardware stores.

Color/contrast enhancement can also be extremely important for easier location of materials and equipment in the classroom. For example, place a light colored computer mouse on a dark mousepad.Wrap pens and pencils with strips of bright yellow vinyl tape so that they won't disappear on a tabletop.

ACCESSING FACILITIES IN A WHEELCHAIR

Please refer to the **Accessibility Checklist** in the Adult Educator Handbook of Rights and Responsibilities, which gives extensive information about ways to make a facility user-friendly to an individual using a wheelchair.

Raised desks or tables at an appropriate and comfortable height for a learner using a wheelchair must allow for armrests to slide underneath the desk or table surface. Choose one that does not have a front "apron." Adjustable tables can be purchased from rehabilitation supply catalogues, but they are quite expensive ($500.00 and up). Both *Sammons-Preston* and *Smith-Nephew* provide such tables (see Catalogue List on page 244).

Tables can be modified to the appropriate height simply by adding bricks or blocks under each leg of a table or desk. However, be certain that such an adaptation is stable and secure.

SITTING TOLERANCE: AGITATION AND DECREASED ATTENTION

Relaxation and Stress Management are skills that are taught and monitored by various professionals, such as psychologists. The learner's personal physician is one individual who might by able to make an appropriate referral.

A number of self-help books available at local bookstores or libraries suggest ways to learn these skills without professional intervention.

Chewing can be a powerful stress reliever/agitation decreaser for some individuals. If done within acceptable limits, it may be very helpful for the learner to bring food, gum, or rubber tubing to chew on while doing school work. One must be sensitive, however, to other learners who may be distracted by loud chewing or "smacking."

Comfortable clothing—loose fitting, appropriate to indoor temperature and of a soft fabric—may help to decrease agitation when sitting for any length of time. Some individuals are sensitive to the tactile stimulation provided by certain clothing.

Providing a variety of seating options within the classroom can help the learner to move about and change positions when needed. Rocking and beanbag chairs should be considered; even carpeted areas with pillows can be provided for working prone or lying on the floor.

Inflatable cylinders, rolls or balls (commonly used in therapy settings) can provide additional seating options. These are available through a supplier such as *Sammons-Preston*. (see Catalogue List on page 244).

SITTING TOLERANCE: PAIN, DISCOMFORT, FATIGUE

Increased sitting tolerance may be an appropriate goal for a learner. Seek advice or assistance from a physical or occupational therapist who specializes in working with individuals with pain, or with orthopedic or work tolerance issues.

A **lumbar support** is simply a soft, firm (usually foam) roll that can be attached to a chair back at the point where the mid to lower back curves inward. It is designed to help relieve or prevent lower back pain by promoting correct posture while sitting. Some are actually designed to tie around the waist so that learners who move from chair to chair can take the support with them.

Assitive Technology

This section on assistive technology is separate from the accommodations sections because the previous accommodations are higher incident examples.In other words, the previous accommodations will be useful for most of the adult learners most of the time. The assistive technology that will be discussed in this section will be used primarily by learners with more severe functional limitations.

"Assistive Technology" is defined by the Technology-Related Act of 1988 (Tech Act), Public Law 100-407, and the Individuals with Disabilities Act of 1990, (IDEA), Public Law 101-476, as "any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified or customized, that is used to increase, maintain or improve the functional capabilities of individuals with disabilities." Many of the accommodations we have discussed in the prior section would meet the definition of assistive technology.

When you encounter an adult learner who has a severe physical or sensory disability (hearing or vision) you will probably need help from an outside resource like the Assistive Technology Center, an occupational therapist, or a rehab technology specialist. While many of these learners will come to you with some type of technology already in place, there may be times when this equipment will be inadequate or will need modification. This is when you need to rely on the experts. However, before referring a learner you may need to learn from an expert how to operate the device or how the device will be used by the learner.

The following is a general discussion of assistive technology and how it might help the learner to meet his/her educational goals. A table summarizing this information can be found at the end of the section.

Oral Communication

You may encounter a learner whom you cannot understand when he/she speaks to you. This person may use or need an augmentative communication device.

Generally, a speech-language pathologist is the person most trained to help a person with a disability to decide what kind of communication device would work best for him/her. Low tech systems like alphabet boards or cards with words or symbols work well for some people. Devices are also available that can be preprogrammed with sentences or words that people carry with them and access by pushing buttons. Many of these high tech devices use symbols to represent words or phrases and when buttons are pushed in a certain sequence the device speaks the words the person wants to express.

Written Communication

If the learner in question cannot produce writing, both hardware and software can be used with computers to assist in the writing process. Individuals who are not able to use standard keyboards because of limited range of motion, poor ability to press keys, limited coordination skills, tremors or excessive movements may benefit from a **large** or a **small keyboard**, a **head controlled input device**, or a **keyboard emulator**. These are all hardware devices that work with a standard computer. Most come with the software that allows them to interact with the software the individual needs, like a word processor.

Software is also available to make the typing process less laborious. One type is **abbreviation expansion software**. When the letters "ku", for example, are typed, the words "University of Kansas" appear on the screen if that is what is programmed. Many current word processors like WordPerfect have this capability built in. With **word prediction software**, the letter t is typed and on the screen many common words beginning with "t" are spelled out. The person doing the typing picks the word he or she wants by pressing the number next to the word, thus eliminating the keystrokes usually necessary to type the words.)

An individual who cannot use a keyboard can also use different input methods. These may be as simple as a mouse or a trackball or some kind of a switch. Individuals who cannot use a keyboard may input information through an on-screen keyboard with a **scanning array**, or a **touch screen**. Also **voice input devices** are available that allow a person to talk into the computer.

Visual Deficits

For people with visual deficits, programs are available that will magnify images on the computer screen (this software is included on Macintosh computers and with Windows 95 although other packages are also available to do this also). **Closed circuit TV's (CCTV's)** can magnify text from books, newspapers, magazines, etc., so that a person with low vision is able to read. An **optical character recognition system** scans and converts written text into computer documents that can be read by a speech synthesis/screen review system. A person with visual deficits might also benefit from voice input systems as mentioned above.
Many of the above suggestions for people with visual deficits might also be practical solutions for people with reading disabilities.

New devices arrive on the market daily and it is not important that you are aware of the latest devices. However, the **Assistive Technology Center** is an invaluable resource to you and your students. It was not our intent in these few pages to give you more than a very quick survey of the kinds of technology available and some resources to get you and the adult learner started on the road toward the learner's goal.

Table 1

Area of disability

Assistive technologies by area of disability	Reading	Impaired or no vision	Handwriting	Math	Staying on track	Memory	Staying organized	Impaired hearing	Verbal Expression
Augmentative communication devices									X
Word processing software			X						
Spell check			X						
Modified input devices, e.g. mice, joysticks, keyboards			X						
Speech recognition software			X						
Abbreviation expansion			X						
Word prediction software			X						
Indirect input methods			X						
Closed circuit TV's (CCTV)	X	X							
Optical character recognition systems	X	X							
Screen enlarging software		X							
Listening aids								X	
Talking calculators		X		X					
Variable speed control tape recorders		X			X	X	X		
Personal data assistants					X	X	X		

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Catalogue List

American Printing House for the Blind
1839 Frankfurt Ave.
PO Box 685
Louisville, KY 40206-0085
1-800-223-1839
http://www.aph.org/services
(produce a variety of Braille and large print materials)

Learning disAbilities Resources
PO Box 716
Bryn Mawr, PA 19010
1-800-869-8336
(provide a variety of items for enhanced learning)

Maxi Aids, Inc.
Aids and Appliances for Independent Living
42 Executive Blvd.
Farmingdale, NY 11735
1-800-522-6294
http://www.maxiaids.com/
(provide a variety of products for individuals with physical or sensory disabilities)

NoIR Medical Technologies
PO Box 159
South Lyon, MI 48178
http://www.noir-medical.com/index.htm
(manufacture a variety of different colored light filters—"sunglasses"—for people who are sensitiveto glare)

Sammons-Preston, Inc.
PO Box 5071
Bolingbrook, IL 60440-5071
1-800-323-5547
http://www.sammonspreston.com
(provide items people with physical disabilities)

Smith & Nephew, Inc.
One Quality Drive, PO Box 1005
Germantown, WI 53022-8205
1-800-558-8633
http://www.easy-living.com/
(provide a variety of items particularly for those with physical disabilities)

Other Subject Areas

The following are subject areas about which adult education programs might have questions as they work with adults with disabilities. A summary is provided of each subject area, and representative materials and resources are listed and described. The resources and materials listed are examples only and are by no means comprehensive. A summary listing of resources, phone numbers and website addresses is provided at the end of this section.

Information on Legal Issues and Program Accessibility

As adult education programs strive to make their programs accessible and provide accommodations to adult learners with disabilities, they may have questions about requirements within the ADA, IDEA, Section 504, or other relevant legislation. These questions may range from the specific (e.g., how wide should doorways be?) to general (e.g., what is an auxiliary aid or service?). The materials and resources listed below can answer many of these questions. Also, legal issues are addressed in detail in the *Adult Educator Handbook.*

Materials

Americans With Disabilities Act Handbook, Equal Employment Opportunity Commission and U.S. Department of Justice, 1991. This volume contains annotated regulations for all Titles of the ADA, resources for obtaining additional assistance, and an appendix that contains supplementary information. The *Handbook* and all other EEOC publications can be obtained through the Publications Information Center, P.O. Box 12549, Cincinnati, OH, 45212-0549, 1-800-669-3362, TDD 1-800-800-3302. The cost is free. The EEOC's website address is http://www.eeoc.gov.

ADA Title II Action Guide for State and Local Governments. This is a practical manual and workbook designed to guide state and local government entities through Title II of the ADA and the compliance process. Written and produced by Adaptive Environments Center, Inc., it can be obtained through regional DBTAC's (see Resources on following pages).

Compliance with the Americans with Disabilities Act: A Self-Evaluation Guide for Public Elementary and Secondary Schools, U.S. Department of Education, Office for Civil Rights. Presents a comprehensive process for schools to use in ensuring ADA compliance, conducting self-evaluations and transition plans, and making modifications. Can also be obtained through regional DBTAC's (see below).

Resources

Adaptive Environments, Inc., 374 Congress St., Suite 301, Boston, MA, 02210, (800) 893-1225. Adaptive Environments is a non-profit organization that develops and conducts educational programs and produces publications on accessibility.

American Association on Higher Education and Disability (AHEAD), P.O. Box 21192, Columbus, OH, 43221-0192, (800) 247-7752. AHEAD is funded by the Department of Justice to provide information and technical assistance on the education-related sections of Title II. They have several publications available, including information on testing accommodations and learning disabilities.

Department of Justice ADA Information Line . The Department of Justice operates a toll-free ADA Information Line to provide information and publications to the public about the requirements of the ADA. The automated service, which has recorded information and through which people can order publications, is available 24-hours a day, seven days a week. ADA specialists are available Monday, Tuesday, Wednesday and Friday from 10:00 a.m. until 6:00 p.m. and on Thursday from 1:00 p.m. until 6:00 p.m. (Eastern time.) Spanish language service is also available. To obtain general ADA information, get answers to technical questions or order free ADA materials, call: 1-800-514-0301 (voice) or 1-800-514-0383 (TDD). The ADA Home Page is http://www.usdoj.gov/crt/ada/adahom1.htm. The ADA Homepage has ADA regulations and technical assistance materials and links to the Department's press releases, as well as other important information.

Disability Rights Education and Defense Fund (DREDF) , 2212 Sixth St., Berkeley, CA, 94710, (800) 466-4232, http://www.social.com/health /nhic/data/hr2400/ he2445.html. A legal resource center providing technical assistance and informed analysis on disability laws.

Independent Living Centers (ILC's) There are more than 200 ILC's nationwide. ILC's are community-based service and advocacy programs run by people with disabilities, and are a good source of local information and assistance on issues related to the ADA. To find the nearest ILC, check your phone book, or call *Independent Living Research Utilization* (ILRU) at (713) 520-0232. The Trace Research and Development Center provides on-line access to ILRU's national directory of ILC's at http://trace.wisc.edu/tcel/csd/index.html (click on "Independent Living Centers").

National Rehabilitation Information Center (NARIC), 8455 Colesville Road, #935, Silver Spring, MD, 20910-3319, (800) 346-2742. NARIC is a federally-funded library and information center on disability and rehabilitation that collects and disseminates the results of federally-funded research projects. NARIC produces an ADA Resource Guide, which is continuously updated and is also available on the internet at http://www.naric.com/ naric.

Regional Disability and Business Technical Assistance Centers (DBTAC's) . The National Institute on Disability and Rehabilitation Research has funded ten of these centers across the country to provide information, training, and technical assistance on the ADA. By calling 1-800-949-4232, you will reach the center for your region.

Information on Types of Accommodations

Once an adult educator has determined that a particular adult learner with a disability would benefit from an accommodation, he or she may be at a loss to know what kind of accommodation is appropriate. Fortunately, several organizations can provide expertise and assistance in this area, listed below. Also, the process of identifying an appropriate accommodation is addressed in detail in the *Procedural Guide*.

ABLEDATA, 8455 Colesville Road, Ste. 935, Silver Spring, MD 20910, (800) 227-0216. ABLEDATA is a division of NARIC that maintains a database of more than 20,000 assistive devices ranging from eating utensils to wheelchairs. Searches of the database can be cross-referenced by many categories, including functional area, disability type, and cost. ABLEDATA can also be accessed on the internet at http://www.abledata.com/.

Apple Computer, Worldwide Disability Solutions Group, 20525 Mariani Avenue, Cupertino, CA, 95014, (408) 974-7910. Provides information from an extensive database on accommodations for people with disabilities produced by Apple and other companies and publishes and distributes booklets and videotapes. The website for this group is http://www.apple.com/disability .

IBM National Support Center for Persons with Disabilities, P.O. Box 2150, Atlanta, GA, 30301, (800) 426-4832. This is a clearinghouse with an extensive database on adaptive computer technology produced by IBM and other companies (screen magnifiers, screen readers, voice input devices, etc.); publishes resource guides on specific disabilities (e.g. vision, mobility, hearing, speech).

Job Accommodation Network, (JAN), West Virginia University, 918 Chestnut Ridge Rd., Ste. 1, P.O. Box 6080, Morgantown, WV, 26506-9901, (800) 526-7234. JAN is a free service that provides information on how to accommodate specific functional limitations, with a database of more than 16,000 specific accommodations. JAN can also be accessed on the internet at http://www.jan.wvu.edu/.

Information on Specific Products

Once the adult educator and learner, working together, have selected the general *type* of accommodation that is appropriate, they must next select the specific product to utilize. There will undoubtedly be many factors to consider in making this selection, including the availability and cost of specific products. Again, the *Procedural Guide* addresses this subject area in great detail. Other possible resources are listed below.

Probably the most extensive resource in this area is the ABLEDATA database listed on page 255. ABLEDATA has the capacity to conduct product searches based on a variety of key words or phrases such as architectural elements, communication, educational management, sensory disabilities, etc. Searches can also be constrained by such factors as price and manufacturer.

Additionally, many catalogues from various companies and manufacturers are available on different types of devices and equipment. Most companies will provide a catalogue free of charge. Also, retail medical equipment outlets will often provide information on suppliers or send catalogues from their various suppliers upon request.

A final resource is the Tech Act project in each state. The federal Technology-Related Assistance for Individuals with Disabilities Act of 1988 (the "Tech Act") created programs in each state to develop statewide, consumer-responsive programs of technology-related services for individuals with disabilities of all ages. Services that state Tech Act agencies are mandated to provide (at no cost) include:

- Events and locations where individuals can try out devices and equipment
- Statewide toll-free numbers for information and referral to Assistive Technology (AT) services and suppliers
- Funding Guides listing AT resources and funding options
- Equipment exchange and recycling services
- Training of people with disabilities, families, service providers, and others in AT.

Most Tech Act projects have devices available for people with disabilities to try out to see if they are compatible. They also have staff members who can provide information on various products, and make recommendations based on the specific situation or need.

To obtain the name and phone number of the Tech Act project in a particular state, call the *RESNA Technical Assistance Project*, 1700 North Moore Street, Suite 1540, Arlington, VA, 22209-1903, at (703) 524-6686 (voice) or (703) 524-6630 (TDD). RESNA also maintains a website at http://www.resna.org/resna/ that lists all the state projects as well as funding and other information.

Information on Alternative Funding

Based on our findings, funding is often seen by adult educators to be one of the largest barriers to providing accommodations. In reality, according to the Job Accommodations Network, most (69%) job-related accommodations cost less than $500, and many (19%) cost nothing at all ("Cost and Benefits of Accommodations," a fact sheet published by the President's Committee on Employment of People with Disabilities, July, 1996). Research for the *Procedural Guide* indicates that most classroom-related accommodations cost very little or nothing at all. Nevertheless, because they perceive a problem with costs, adult educators might be interested to know of possible outside funding sources for assistive devices and related items.

Materials

Again, the state Tech Act projects (see above) are an important resource to contact. All of these projects are mandated to prepare *Funding Guides* for public and private sources of money for assistive technology available in their state. These *Guides* provide information about regulations specific to their state agencies, local charitable trusts and other private funding sources, how to develop a funding request, and many other practical pieces of advice. Very often, local chapters of disability-specific organizations, such as the Multiple Sclerosis Society or United Cerebral Palsy, will have limited funds available for AT, and the Funding Guide for that state will document this availability.

ABLEDATA (see above) also has a factsheet called *Funding Assistive Technology*. It can be obtained through ABLEDATA's website or by calling to request a copy. The factsheet lists potential funding sources and their eligibility requirements as well as many other resources available on obtaining funds.

Resources

The Assistive Technology Funding and Systems Change Project Funded under the Tech Act, this project helps individuals and groups to identify funding sources for assistive technology and provides information on how to access them. The project also works to identify barriers to funding and to promote systems change.

Other funding sources that can be pursued, depending on the individual and the type of device desired, include:

- *Medicaid* - Eligibility restricted to people who receive AFDC or Supplemental Security Income. What is covered varies from state to state, but medical necessity is usually a critical factor for payment. Augmentative communication devices are covered by many states, as well as prosthetics and orthotics.

- *Medicare, Part B* - Available only to people 65 and older, or people whose disabilities are severe enough to qualify them for SSDI. Pays for durable medical equipment such as wheelchairs and braces.

- *Private Insurance*, including health insurance, disability insurance, and liability insurance—Coverage varies depending on the policy; extensive documentation by professionals is often required.
- *Vocational Rehabilitation (VR)* - VR is available to working age people with disabilities. Equipment is purchased when it can be demonstrated that it can expedite the goal of vocational placement. In some states, VR retains ownership of any equipment purchased.
- *Special Education/IDEA*—Available to persons with disabilities age 21 and younger. Funds the purchase of equipment that is justifiable as expediting educational goals. Not all states allow use of these funds for individuals in adult education programs. Also, many states retain ownership of equipment.
- *Veterans Administration*—Several levels of eligibility based on service and financial need. Equipment is paid for when deemed part of overall medical or rehabilitation need. Funds equipment such as sensory aids, prosthetics, and mobility equipment.
- *Workers Compensation* - Varies from state to state, but equipment is often purchased as part of the rehabilitative process.

Information on Specific Disabilities

Many adult educators contacted through the various activities of our project expressed a desire to learn more about specific disabilities. We hope the following resources will cover most types of disabilities encountered by adult educators, including physical, health, sensory, emotional, substance abuse and learning disabilities. Many of these groups have local chapters listed in the phone book. The National Health Information Center (phone number listed below) has a comprehensive listing of toll free numbers and other information on a huge variety of disabling conditions and also on organizations that provide information to the public about them, including many not listed below. The Center can be accessed on the internet at http://nhic-nt.health.org/.

These organizations provide information to the public. Some offer recorded information only. They can generally be reached within the U.S. Monday through Friday during normal business hours (unless otherwise stated).

Telephone Resources on Disabilities

Alcohol and Drug Information	800 788-2800
Alzheimer's & Related Disorders Center	800 621-0379
American Association on Mental Retardation	800 424-3688
American Autoimmune Related Diseases Association	800 598-4668
American Cancer Society	800 ACS-2345
American Council of the Blind	800 424-8666
American Diabetes Association	800 232-3472
American Foundation for the Blind	800 232-5463
American Parkinson's Disease Association	800 223-2732
Amysotrophic Lateral Sclerosis (ALS) Association	800 782-4747
Arthritis Foundation	800 283-7800
Autism Society of America	800 3-AUTISM
Epilepsy Foundation of America	800 332-1000
Huntington's Disease Society Hotline	800 345-4372
Learning Disabilities Association of America	412 341-1515
Lung Line (Asthma & Other Respiratory Disorders)	800 222-LUNG
Lupus Foundation	800 558-0121
Multiple Sclerosis Foundation	800 441-7055
Muscular Dystrophy Association	800 572-1717
National AIDS Clearinghouse	800 342-2437
National Alliance for the Mentally Ill	800 950-NAMI
National Association for Hearing & Speech Action	800 638-TALK
National Attention Deficit Disorder Association	800 487-2282
National Center for Stuttering	800 221-2483
National Cystic Fibrosis	800 344-4823
National Down Syndrome Congress	800 232-NDSC
National Down Syndrome Society	800 221-4602
National Easter Seal Society	800 221-6827
National Foundation for Ileitis and Colitis	800 343-3637
National Head Injury Foundation	800 444-NHIF
National Health Information Center	800 336-4797
National Information Center on Deafness	202 651-5051
National Neurofibromatosis Foundation	800 323-7938
National Organization on Rare Disorders	800 999-6673
National Spinal Cord Injury Association	800 962-9629
Orton Dyslexia Society	800 222-3123
Retinitis Pigmentosa Foundation	800 638-2300
Spina Bifida Association	800 621-3141
Tourette's Syndrome Association	800 237-0717
United Cerebral Palsy	800 872-5827

Summary of Contact Information

Organization:	**Phone number/ website:**
ABLEDATA	(800) 227-0216 http://www.abledata.com/
Adaptive Environments, Inc.	(800) 893-1225 http://www.adaptenv.org/
AHEAD	(614) 488-4972 http://www.ahead.org/
Apple Computer, Worldwide Disability Solutions Group	(800) 600-7808 http://www.apple.com/disability
The Assistive Technology Funding and Systems Change Project	(800) 827-0093 http://www.ucpa.org/html/innocative/atfsc
Disability Rights Education and Defense Fund	(800) 466-4232 http://www.emf.net/~cheetham/gdiand-1.html
IBM National Support Center for Persons with Disabilities	(800) 426-4832 http://www.austin.ibm.com/sns/
Independent Living Resource Utilization (IRLU)	(713) 520-0232 http://www.bcm.tmc.edu/irlu
Job Accommodation Network	(800) 526-7234 http://www.jan.wvu.edu
National Health Information Center	(800) 336-4797 http://nhic-nt.health.org/
National Rehabilitation Information Center (NARIC)	(800) 346-2742 http://www.naric.com/naric
Recording for the Blind & Dyslexic (RFB&D)	(800) 221-4792 http://www.rfbd.org/
Regional Disability & Business Technical Assistance Centers (DBTAC's)	(800) 949-4232 request regional website address by calling the toll free number
RESNA Technical Assistance Project	(703) 524-6686 http://www.resna.org/resna/hometa1.htm

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Accommodating Adults with Disabilities in Adult Education Programs

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University of Kansas
Institute for Adult Studies

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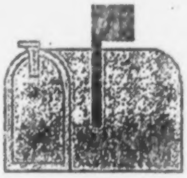
Accommodating Adults with Disabilities in Adult Education Programs

PRODUCT ORDER FORM

TO PLACE AN ORDER

Complete both sides of this form and mail it with your check or PO# to:



Order Desk
Center for Research on Learning
University of Kansas
3061 Dole Center
Lawrence, KS 66045

Name and phone # of person placing order: ______________________________

Bill to:	Ship to: (if different than billing address)

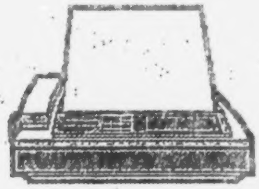
Purchase Order # ____________________

Tax exempt # ____________________

Fed Tax ID# ____________________

_____ Check enclosed, make payable to: **Special Education Service Unit**

If you prefer, you may fax or call in your order:



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Order desk phone (785) 864-0617

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Please allow 3 weeks for delivery. Extra shipping charges will apply for rush orders.

ORDER FORM
Additional Accommodations Resources

Quantity	Item	Unit Price	Total
	Notebook--Accommodating Adults with Disabilities in Adult Education Programs, 262pp., 3-ring binder, 1998. Includes Overview, Implementation Guide, AE Handbook, Learner Handbook, Procedural Guide, TARGET Strategy, Compendium, and duplication masters.	$24.00	
	Symposium Proceedings, 113 pp., softcover. Papers presented at the 1996 NAASLN conference on Accommodating Adults with Disabilities in Adult Education. Topics include: Ecology of Human Performance; Legal Issues; Intervention Issues; Accommodating Adults with Severe Emotional Disturbance; and Accommodating Adults with Disabilities in Adult Education.	$12.00	
	Symposium Video. 3 VHS format tapes, total running time approx. 4¼hrs. Includes symposium presentations, a copy of the Proceedings (see above), and the symposium agenda, which contains handouts and background information.	$48.00	
	Research Report on the Nature, Extent and Outcomes of Accommodations in Adult Education Programs, 55pp., softcover, 1997. Includes sections on: Rationale for Accommodations; Defining Accommodations; Entitlement to Accommodations; Nature of Accommodations; Application of Accommodations; Outcomes of Accommodations; and Framing Issues for Future Work	$3.00	
	Research Report on the Use and Effectiveness of Accommodations for Adults with Disabilities in Adult Education Centers, 8pp.+ 3 appendices, softcover, 1998. Includes listings of accommodations for various functional needs and their level of effectiveness, as reported by adult educators in a national survey.	$3.00	
	Final Project Report (*available in October, 1998*). Includes descriptions of project activities, data collected, and resulting products.	$3.00	
	Video Introduction to Using the Notebook Materials (*available in October, 1998*), Approx. 40 minutes. Includes an overview of the Accommodating Adults with Disabilities notebook materials and a sample functional needs interview.	call for price	
	Alternate formats and languages for Learner Handbook and Trifold. Available in braille, audiotape, Hmong, Spanish, Somali, Russian and Vietnamese versions.	call for price	
	Subtotal		
	Kansas Sales Tax 6.9% (Kansas residents only)		
	Shipping & Handling: 10% of subtotal, $4.00 minimum		
	TOTAL		

9/98

Accommodations

Accommodations are changes made to give *you* equal opportunity. If *you* know your rights and responsibilities, *you* can help yourself learn better by finding accommodations that work for *you.*

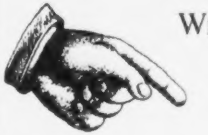
Examples of accommodations:

- more time
- individual tests
- private work area
- calculators
- readers
- note takers
- oral or sign language interpreters
- tapes, large print or Braille
- taped, typed or dictated answers
- special class or test settings
- adaptive environment
- written instructions
- repeated instructions
- building access
- assistive devices

Numbers to call:

Ask your teacher which numbers would be most helpful for you.

Americans with Disabilities Act Hotline: **1-800-949-4232**
HEATH Resource Center **1-800-544-3284**
National Library Services for the Blind and Physically Handicapped **1-800-424-8567**
Social Security Administration **1-800-772-1213**
Equal Employment Opportunity Commission **1-800-669-3362**
GED Hotline **1-800-626-9433**
Job Accommodation Network **1-800-526-7324**
National Literacy Hotline **1-800-228-8813**
National Library of Education **1-800-424-1616**
Ask for more information at your local library



Write local numbers here:

Write state numbers here:

This project, "Research and Demonstration of a Model for Successfully Accommodating Adults with Disabilities in Adult Education Programs" is a collaborative effort among faculty and staff at the University of Kansas and Kansas State University. It was 100% funded by the National Institute on Disability and Rehabilitation Research for 3 years (9-1-95 to 8-31-98) at $175,000 each year. Inquiries should be directed to: Project Coordinator, Institute for Adult Studies, 3061 Dole Center, University of Kansas, Lawrence, KS 66045 (785) 864-4780.

How can you learn better?

The Adult Education Center can help!

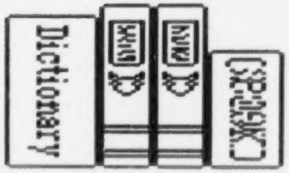
Rights and responsibilities of an adult learner with a disability

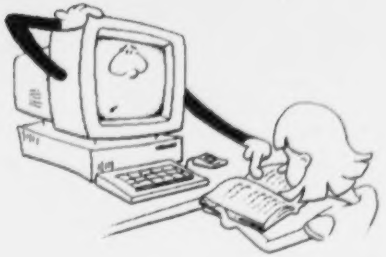
You can learn better if you know your **rights**

1 You have the right to **get into the building and classrooms**.

2 You have the right to **get into a program**.

3 You have the right to **get help in class and during tests**.





You can learn better if you know your **responsibilities**

1 You need to **tell your teacher** about the disability if you need help.

2 You need to **bring reports and information** about the disability to your teacher.

3 You need to tell your teacher about **what has helped** you learn better before.

You can learn better if you **help yourself**

1 Help yourself by knowing that **you have legal rights** to an education.

2 Help yourself by telling your teacher about **your education**.

3 Help yourself by asking your teacher **what your state does to help** someone with a disability get an education.

Learner ______________________________ Date ______________

Accommodation Selection Record

This form is completed by the learner and instructor. The information serves as a written record for the learner's future reference. Such documentation may be important for other occasions on which the learner may need assistance in obtaining accommodations (e.g., testing, educational, or employment settings).

Learner Goal Statements

Personal Strengths

Resources Available and Needed

Characteristics for Selecting Accommodations

Accommodation Options

Accommodation(s) Selected

Accommodation Usage

(Notes about learning the accommodation)

____

____

____

____

Accommodation Monitoring

Date	Observations

Accommodation Outcomes

________ Did the accommodation improve access or performance?

________ Will the accommodation be useful in other community and employment settings? How?

Program Notes

Learner: ______________________________ Date: ______________________

Instructor: ______________________________

Functional Needs Interview -- Interviewer Protocol

1. Which of the following areas do we need to work on to help you meet your goals? Please tell me all that apply to you.

_____ Reading (pages 2,3)
_____ Seeing things around the room (pages 2,3,)
_____ Writing/Spelling (page 4)
_____ Doing math (page 5)
_____ Paying attention (page 6)
_____ Staying on track (page 6)
_____ Getting used to changes in the classroom (page 6)
_____ Remembering (page 6)
_____ Getting frustrated (page 7)
_____ Hearing the teacher (page 8)
_____ Talking with the teacher and others (page 9)
_____ Getting my ideas across to the teachers and others (page 9)
_____ Getting into or around in the classroom (page 10)
_____ Sitting still or in one place for very long (page 11)

2. Are there any other areas in which you think you need help?

____

____

Let's put all of these areas in order of importance, most important being first:____

3. Did you have problems in these areas when you were in school?

____

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor?

____

____

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated?______________

____

READING

A. Is reading hard because it is difficult to see things on the page? (if no, skip the rest of this section, and go to section "B" on page 3).

____

Has a doctor told you that you have an eye problem that is causing problems with your vision?____

Can you name or describe the problem?______________________________

____

Is your vision changing now? ______________________________________

Is your vision expected to stay the same?_____________________________

Which of the following are true? Tell me all that apply to you.

______ Having the lighting just right is important for me.
______ Regular size print is hard for me to read.
______ Using very dark print is important for me.
______ I read slowly.
______ I have trouble making sense of what I read.
______ I have trouble following the print all the way across page.
______ I skip lines when I'm reading.
______ Other (specify) ____

Do you have a problem reading your mail? If yes, how do you solve this problem?____

____

Do you have a problem reading labels, prices or expiration dates in the grocery store? If yes, how do you solve this problem?__________________

____

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

____

____

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?______________________________

____

Is there anything else about your reading that you would like us to know?

____

____

B. Do you feel that your eyes are OK but you have trouble reading for some other reason? If yes, what is the reason?______________________________

____

Which of the following is true? Tell me all that apply to you.

_____ I have trouble concentrating when I read.
_____ I have trouble remembering what I have read.
_____ I have trouble figuring out words.
_____ I can read the words, but I don't understand them.
_____ I read too slowly.
_____ Other (please add) ______________________________

Do you have a problem reading your mail? If yes, how do you solve this problem? ______________________________

____

Do you have a problem reading the menu at a restaurant? If yes, how do you solve this problem? ______________________________

____

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

____

____

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?______________________________

____

Is there any other information about your reading that you would like us to know?______________________________

____

WRITING

Which of the following are true? Tell me all that apply to you.

______ Regular size pencils are hard for me to hold.
______ Staying on the lines of paper is hard for me.
______ Writing on paper that doesn't have lines is very hard.
______ I have trouble holding the paper down or keeping it still.
______ I write very slowly.
______ Sometimes I forget what I'm supposed to be writing down.
______ I forget which way some of the letters and numbers are supposed to go.
______ I can't remember how to spell words.
______ I have a hard time putting my thoughts down on paper so that it makes sense to someone else.

Do you have a problem signing your name? If yes, what do you do? ______
____

Do you have a problem filling out forms? Such as, when applying for a job, paying taxes, etc. If yes, how do you solve this problem? ____________
____

Do you have a problem when leaving a note for someone? If yes, how do you solve this problem? ____________________________
____

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?
____
____

Were there things that you tried that didn't work or didn't work well? If yes, what were these things? ______________________
____

Is there anything else about your writing that you would like us to know?
____
____

MATH

Which of the following statements is true? Tell me all that apply to you.

______I write or copy numbers down wrong (out of order or backwards).
______Word problems don't make sense to me.
______I get confused by symbols like "+" and "-".
______I feel like I know what to do to solve a problem, but I don't know how to go about it.
______I have a problem keeping numbers in the right columns when adding.

Do you have a problem counting money or knowing whether you got the correct change? If yes, how do you solve this problem? ________________

____

____

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

____

____

Were there things that you tried that didn't work or didn't work well? If yes, what were these things? ______________________________

____

____

Is there any other information about your math that you would like us to know? ____

____

REMEMBERING, PAYING ATTENTION, GETTING STARTED, STAYING ON TRACK , STAYING ORGANIZED, GETTING USED TO CHANGES IN THE CLASSROOM

Which of the following are true? Check all that apply.

______I have a hard time remembering directions that the teacher has just given me.

______I have a hard time remembering what I have just read.

______I have a hard time remembering how to use what I just learned when I am supposed to apply it (like working on a math problem or writing a paragraph).

______I have a hard time keeping my place when I read or write.

______I always seem to have trouble figuring out where to put things on the desk/table so that I can do the work I am supposed to do.

______It is hard for me to follow along from one task to the next, like finishing one math problem and moving on to the next.

______It takes me longer than everybody else to switch from one subject to another, like from reading to math or writing to social studies.

______I have a hard time concentrating when new people come into the room.

______I have a hard time concentrating when we change the day's schedule and things are different from how I expected them to be.

______I start to daydream even when I am trying very hard to pay attention.

Do you have a problem keeping things straight when somebody gives you directions to get somewhere? If yes, how do you solve this problem? ___

____

____

Do you have a problem making sure that you don't lose your keys? If yes, how do you solve this problem?______________________________________

____

Do you have a problem keeping track of your bills and important papers at home? If yes, how do you solve this problem?______________________

____

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

____

____

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?_____________________________________

____

Is there anything else about how you organize that you would like us to know? ____

____

FRUSTRATION

Which of the following statements are true? Tell me all that apply to you.

______I get angry with my teachers when they can't help me figure something out.
______I get angry with my teachers when they expect me to know more than I do.
______I get angry with other learners when they make too much noise or get in my way when I am trying to pay attention.
______I get frustrated when I can't learn something and I take it out on the teacher or other learners.
______I get angry with myself and give up.

What do you do when you feel yourself beginning to get angry?

____
____

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

____
____

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?____________________________
____
____

Is there anything else that you would like us to know? ________________
____
____

HEARING

Has a doctor told you that you have a problem that keeps you from hearing as well as you should?____

____

Has your hearing stayed the same for some time and is it expected to stay the same?____

____

Which of the following statements are true? Tell me all that apply to you.

_____I can't hear the teacher all the time.
_____I can hear the teacher only if he or she sits or stands right in front of me or to one side.
_____I can't hear the teacher when there is noise in the room.

_____I can read lips.
_____I use sign language.
If 'Yes,' what kind? (e.g. ASL, SEE, etc.) _______________________
_____I use a TDD, telecommunications device or special telephone for the deaf.

Do you have a problem getting information from someone in the bank or at the social security office or at your child's school, etc? If so, what do you do to get the information you need?____________________________________

____

____

Do you have a problem following what is going on at meetings or at the movies? If yes, how do you solve this problem?______________________

____

____

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

____

____

Were there things that you tried that didn't work at all or didn't work well? What were these things?____

____

Is there anything else about your hearing that you would like us to know?

____

____

TALKING TO THE TEACHER AND OTHERS OR
GETTING MY IDEAS ACROSS TO THE TEACHER AND OTHERS

Which of the following are true? Tell me all that apply to you.

______Other people often have a problem understanding what I say.

______I don't speak English very well and others can't understand me.

______I have a hard time figuring out what I want to say to the teacher. It doesn't come out right.

______I have a hard time asking for what I need.

______Since I can't hear, communication back and forth with people who speak is hard for me.

Do you have a problem giving someone directions when they ask you for them? If so, what do you do when this happens?______________________

____

Is it hard for people to understand you on the phone? If yes, how do you do so? ____

____

____

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

____

____

____

Were there things that you tried that didn't work or didn't work well? If yes, what were these things? ____________________________________

____

____

Is there anything else about your speech you would like us to know? ___

____

____

____

GETTING INTO THE CLASSROOM OR MOVING AROUND IN THE CLASSROOM

Do you have any of the following problems when getting into the classroom? Tell me if any of these apply to you.

_____ I can't get myself to the classroom in my wheelchair.
_____ I can't get my wheelchair through the door of the class room.
_____ I can't move my wheelchair around the room once inside.

_____ I can't walk all the way to the room.
_____ I can't see things in the way when I am walking.

What have you done in the past when having a problem getting into or moving around in a classroom or other room in a building?

____
____
____

Is there anything else about getting around that you would like us to know?

____
____
____

SITTING FOR LONG PERIODS

I have trouble sitting for long periods because...Tell me all that apply to you.

______I get very tired.
______It hurts me or is uncomfortable for me.
______I get "antsy"-- I need to move around.
______I need to change position to keep a sore from starting or getting worse.
______I need to take a break to smoke a cigarette or to clear my head.

I can stay still for ________ minutes/hours when I am doing school work.
After that I need to get up because: ______________________________________
____
____

Is there anything that you do or know about that might help you in this work area? If so, what it is it? ______________________________________
____
____

Were there things that you tried that didn't work or worked only a little?
What were these things? ______________________________________
____
____

Is there anything else about sitting in one place that you would like us to know? ______________________________________
____

Functional Needs Interview -- Learner Protocol

1. Which of the following areas do we need to work on to help you meet your goals? Please tell me all that apply to you.

Reading
Seeing things around the room
Writing/Spelling
Doing math
Paying attention
Staying on track
Getting used to changes in the classroom
Remembering
Getting frustrated
Hearing the teacher
Talking with the teacher and others
Getting my ideas across to the teachers and others
Getting into or around in the classroom
Sitting still or in one place for very long

2. Are there any other areas in which you think you need help? Let's put all of these areas in order of importance, most important being first:

3. Did you have problems in these areas when you were in school?

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor?

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated?

READING

A. Is reading hard because it is difficult to see things on the page? (if no, skip the rest of this section, and go to section "B" on page 3).

Has a doctor told you that you have an eye problem that is causing problems with your vision?

Can you name or describe the problem?

Is your vision changing now?

Is your vision expected to stay the same?

Which of the following are true? Tell me all that apply to you.

- Having the lighting just right is important for me.
- Regular size print is hard for me to read.
- Using very dark print is important for me.
- I read slowly.
- I have trouble making sense of what I read.
- I have trouble following the print all the way across page.
- I skip lines when I'm reading.
- Other

Do you have a problem reading your mail? If yes, how do you solve this problem?

Do you have a problem reading labels, prices or expiration dates in the grocery store? If yes, how do you solve this problem?

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?

Is there anything else about your reading that you would like us to know?

B. Do you feel that your eyes are OK but you have trouble reading for some other reason? If yes, what is the reason?

Which of the following is true? Tell me all that apply to you.

- I have trouble concentrating when I read.
- I have trouble remembering what I have read.
- I have trouble figuring out words.
- I can read the words, but I don't understand them.
- I read too slowly.
- Other

Do you have a problem reading your mail? If yes, how do you solve this problem?

Do you have a problem reading the menu at a restaurant? If yes, how do you solve this problem?

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?

Is there any other information about your reading that you would like us to know?

WRITING

Which of the following are true? Tell me all that apply to you.

- Regular size pencils are hard for me to hold.
- Staying on the lines of paper is hard for me.
- Writing on paper that doesn't have lines is very hard.
- I have trouble holding the paper down or keeping it still.
- I write very slowly.
- Sometimes I forget what I'm supposed to be writing down.
- I forget which way some of the letters and numbers are supposed to go.
- I can't remember how to spell words.
- I have a hard time putting my thoughts down on paper so that it makes sense to someone else.

Do you have a problem signing your name? If yes, what do you do?

Do you have a problem filling out forms? Such as, when applying for a job, paying taxes, etc. If yes, how do you solve this problem?

Do you have a problem when leaving a note for someone? If yes, how do you solve this problem?

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?

Is there anything else about your writing that you would like us to know?

MATH

Which of the following statements is true? Tell me all that apply to you.

- I write or copy numbers down wrong (out of order or backwards).
- Word problems don't make sense to me.
- I get confused by symbols like "+" and "-".
- I feel like I know what to do to solve a problem, but I don't know how to go about it.
- I have a problem keeping numbers in the right columns when adding.

Do you have a problem counting money or knowing whether you got the correct change? If yes, how do you solve this problem?

Do you have a problem making measurements with a tape measure? If yes, how do you solve this problem?

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?

Is there anything else about your math that you would like us to know?

REMEMBERING, PAYING ATTENTION, GETTING STARTED, STAYING ON TRACK , STAYING ORGANIZED, GETTING USED TO CHANGES IN THE CLASSROOM

Which of the following are true?

- I have a hard time remembering directions that the teacher has just given me.
- I have a hard time remembering what I have just read.
- I have a hard time remembering how to use what I just learned when I am supposed to apply it (like working on a math problem or writing a paragraph).
- I have a hard time keeping my place when I read or write.
- I always seem to have trouble figuring out where to put things on the desk/table so that I can do the work I am supposed to do.
- It is hard for me to follow along from one task to the next, like finishing one math problem and moving on to the next.
- It takes me longer than everybody else to switch from one subject to another, like from reading to math or writing to social studies.
- I have a hard time concentrating when new people come into the room.
- I have a hard time concentrating when we change the day's schedule and things are different from how I expected them to be.
- I start to daydream even when I am trying very hard to pay attention.

Do you have a problem keeping things straight when somebody gives you directions to get somewhere? If yes, how do you solve this problem?

Do you have a problem making sure that you don't lose your keys? If yes, how do you solve this problem?

Do you have a problem keeping track of your bills and important papers at home? If yes, how do you solve this problem?

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?

Is there anything else about how you organize that you would like us to know?

FRUSTRATION

Which of the following statements are true? Tell me all that apply to you.

- I get angry with my teachers when they can't help me figure something out.
- I get angry with my teachers when they expect me to know more than I do.
- I get angry with other learners when they make too much noise or get in my way when I am trying to pay attention.
- I get frustrated when I can't learn something and I take it out on the teacher or other learners.
- I get angry with myself and give up.

What do you do when you feel yourself beginning to get angry?

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?

Is there anything else that you would like us to know?

HEARING

Has a doctor told you that you have a problem that keeps you from hearing as well as you should?

Has your hearing stayed the same for some time and is it expected to stay the same?

Which of the following statements are true? Tell me all that apply to you.

- I can't hear the teacher all the time.
- I can hear the teacher only if he or she sits or stands right in front of me or to one side.
- I can't hear the teacher when there is noise in the room.
- I can read lips.
- I use sign language.
  If "Yes," what kind? (e.g. ASL, SEE, etc.)
- I use a TDD, telecommunications device or special telephone for the deaf.

Do you have a problem getting information from someone in the bank or at the social security office or at your child's school, etc? If so, what do you do to get the information you need?

Do you have a problem following what is going on at meetings or at the movies? If yes, how do you solve this problem?

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

Were there things that you tried that didn't work at all or didn't work well? What were these things?

Is there anything else about your hearing that you would like us to know?

TALKING TO THE TEACHER AND OTHERS OR GETTING MY IDEAS ACROSS TO THE TEACHER AND OTHERS

Which of the following are true? Tell me all that apply to you.

- Other people often have a problem understanding what I say.
- I don't speak English very well and others can't understand me.
- have a hard time figuring out what I want to say to the teacher. It doesn't come out right.
- I have a hard time asking for what I need.
- Since I can't hear, communication back and forth with people who speak is hard for me.

Do you have a problem giving someone directions when they ask you for them? If so, what do you do when that happens?

Is it hard for people to understand you on the phone? If yes, how do you do so when that happens?

Do you have any ideas of what might help you do better in these areas? Maybe something that has worked for you in the past? If so, what it is it?

Were there things that you tried that didn't work or didn't work well? If yes, what were these things?

Is there anything else about your speech you would like us to know?

GETTING INTO THE CLASSROOM OR MOVING AROUND IN THE CLASSROOM

Do you have any of the following problems when getting into the classroom? Tell me if any of these apply to you.

- I can't get myself to the classroom in my wheelchair.
- I can't get my wheelchair through the door of the classroom.
- I can't move my wheelchair around the room once inside.
- I can't walk all the way to the room.
- I can't see things in the way when I am walking.

What have you done in the past when having a problem getting into or moving around in a classroom or other room in a building?

Is there anything else about getting around that you would like us to know?

SITTING FOR LONG PERIODS

I have trouble sitting for long periods because...tell me all that apply to you.

- I get very tired.
- It hurts me or is uncomfortable for me.
- I get "antsy"-- I need to move around.
- I need to change position to keep a sore from starting or getting worse.
- I need to take a break to smoke a cigarette or to clear my head.

I can stay still for _______ minutes/hours when I am doing school work. After that I need to get up because:

Is there anything that you do or know about that might help you in this work area? If so, what it is it?

Were there things that you tried that didn't work or worked only a little? What were these things?

Is there anything else about sitting in one place that you would like us to know?

Learner Questionnaire

1. Which of the following areas do we need to work on to help you achieve your goals? Please check all that apply.

_____ **Reading** (Do you read very slowly or have difficulty seeing the words?

_____ **Seeing things around the room**, like the blackboard or posters.

_____ **Writing/Spelling** (Do you have problems like mixing up letters or writing very slowly?)

_____ **Doing math** (Do you get numbers out of order or get confused by word problems?)

_____ **Paying attention** (Is it hard for you to listen to the teacher for more than a few minutes?)

_____ **Staying on track** (Do you get bored or distracted easily?)

_____ **Getting used to changes in the classroom** (Do changes in the classroom make you uncomfortable?)

_____ **Remembering** (Is it hard to remember new things?)

_____ **Getting frustrated** (Do you get angry or upset when trying to learn?)

_____ **Hearing the teacher** (Do you get confused by noise around you, or is it hard for you to hear unless you sit near the person who is talking?)

______ **Talking with the teacher and others** (Do you have trouble talking to people or having people understand you?)

______ **Getting my ideas across** to the teachers and others

______ **Getting into or around in the classroom** (Do you have trouble walking? Do you have trouble seeing things on the floor or in your path?)

______ **Sitting still** or in one place for very long

2. Are there any other areas in which you think you need help?

____

____

3. Did you have problems in these areas when you were in school?

____

____

4. Do you have any records from school or another agency (like an IEP or test information) or any other information from a teacher or a counselor? ______________________________

____

____

____

5. Are you taking any medications that might affect your school work, maybe medications that make you drowsy, thirsty or nauseated?

____

____

Rights and Responsibilities for Persons with Disabilities

We are committed to meeting the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. As part of our commitment, we want to ensure your rights and responsibilities are understood and avoid any discrimination in services to you.

LEARNER RIGHTS

- Some free adult education services
- Staff meets needs of students with a disability
- No discrimination
- Use of barrier-free facilities
- Evaluation for appropriate placement
- Accommodations, modifications, or auxiliary aids during learning and tests

LEARNER RESPONSIBILITIES

- Self-identify as having a disability if you seek accommodations
- Request services (your choice)
- Document your disability through testing and assessment reports by professionals such as a physician, educational counselor, psychologist, special education teacher, or rehabilitation counselor

ACCOMMODATIONS

Some of these accommodations may be appropriate for you:

- Class and test settings free from interruptions and distractions
- Extra time for testing and learning
- Aids for students with impaired sensory, manual, or speaking skills, to be used in the school environment

Examples:

Hearing Disability	~ written instructions/information
	~ oral or sign language interpreters
	~ Assistive Listening Devices (ALD)
Visual Disability	~ readers
	~ taped text
	~ large print text
	~ Braille text
	~ taped, typed, or dictated test answers
Manual/Physical Disability	~ note-takers
	~ adapted classroom equipment
	~ architectural accessibility
Learning Disability	~ note-takers
	~ repeated instructions/directions
	~ quiet room without auditory or visual distractions
	~ taped or typed answers
	~ individual testing
	~ extended time